

# A HUNDRED YEARS ~ OF WARFARE ~



MARGUERITE STOCKMAN DICKSON

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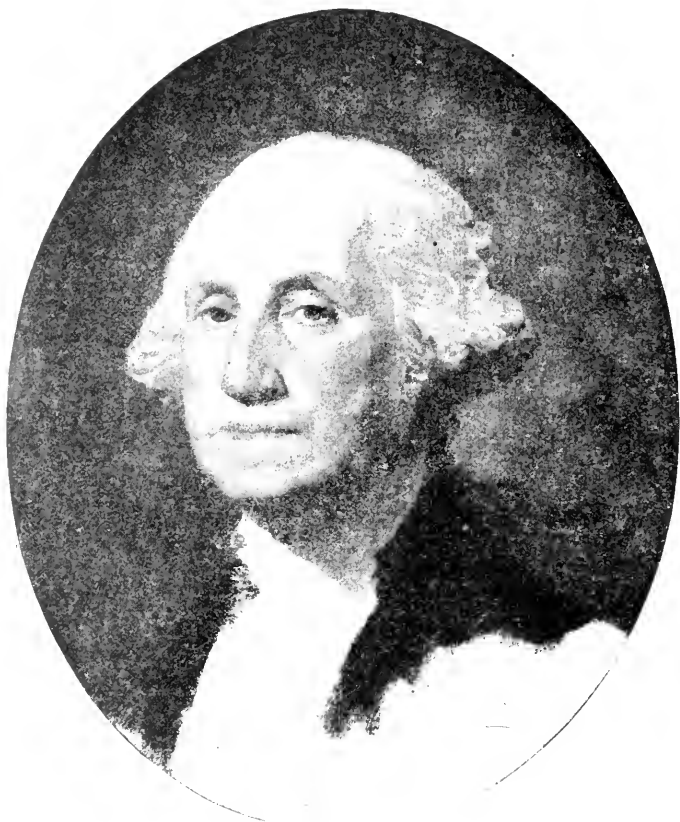


# A HUNDRED YEARS OF WARFARE

## 1689-1789







GEORGE WASHINGTON.

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# A HUNDRED YEARS OF WARFARE

1689-1789

HOW THE NATION WAS BORN

BY

MARGUERITE STOCKMAN DICKSON

AUTHOR OF "FROM THE OLD WORLD TO THE NEW"



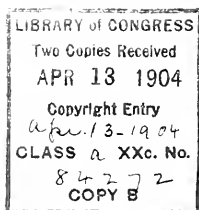
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TO

*My Little Son*

WALLACE GALLISON DICKSON

HOPING THAT HE MAY POSSESS THAT INTELLIGENT PATRIOTISM  
WITHOUT WHICH THE CITIZENS OF OUR REPUBLIC  
CAN NEVER MAKE IT  
WHAT OUR FOREFATHERS DREAMED



## PREFACE

THIS book — the story of the struggles which preceded and which brought about the birth of our American nation — is offered to the grammar school children of the country in the hope that it may help them to understand “how it all came about.” The period is truly one of warfare — in camp and on battle field, in legislative halls and assemblies of the populace. The author has, however, striven to avoid the “drum and trumpet style” of telling the story, and has kept ever before her the necessity of telling why as the most important thing.

The criticism that the book gives too much space to picturesque incident may be made. The author, however, looks upon these incidents as the strongest nails upon which to hang historical facts. No story has been told simply for its own sake. A taste for historical reading is, after all, the most valuable gift we can bestow upon our youthful student of history. Having given him that, we may safely leave the rest to him.

As in the earlier book of the series, no effort has been spared to make the book a valuable tool in the hands of the teacher. The distinctive features of the earlier volume — Things to Remember, Things to Read, and Things to Do — have been retained, and a simple outline for note-

book work has been added. Word lists, book' lists, and picture lists also serve the teacher whose time is more than full.

I acknowledge gratefully the help I have received from various sources. I would thank, especially, Professor Ferguson of Trinity College, who very kindly read the proof. It is only fair to Professor Ferguson, however, to say that he is in no way responsible for the plan of the book. I must extend my thanks also to Mr. Lawton L. Walton for his work in obtaining the illustrations ; to my publishers for their liberality in giving the book an attractive setting ; to the librarian of the Hartford Public Library ; and to my husband, who has given me the constant benefit of criticism and suggestion, as well as the very material aid rendered by sketching all the maps for the book.

MARGUERITE STOCKMAN DICKSON.

# CONTENTS

CHAPTER	PAGE
I. FOREWORD . . . . .	1
II. THE WEALTH OF AN UNDEVELOPED COUNTRY . . .	3
III. ENGLISH COLONIES AND COLONISTS . . . . .	8
IV. LIFE IN NEW FRANCE . . . . .	20
V. A GLANCE AT ENGLAND AND FRANCE . . . . .	27
VI. AMERICAN ECHOES OF EUROPEAN WARS . . . . .	33
VII. RIVALS IN THE GREAT VALLEY . . . . .	46
VIII. A GREAT DISASTER . . . . .	53
IX. ACADIAN EXILE AND EUROPEAN WAR . . . . .	60
X. WITH WOLFE AT QUEBEC . . . . .	66
XI. LOOKING BEYOND THE TREATY . . . . .	75
XII. THE SHADOW OF WAR . . . . .	79
XIII. A KING WHO WISHED TO BE A REAL KING . . .	88
XIV. REDCOATS IN BOSTON . . . . .	94
XV. TEA AND A TEA PARTY . . . . .	101
XVI. THE WAR CLOUD GATHERS . . . . .	108
XVII. THE STORM BREAKS . . . . .	115
XVIII. CONGRESS IN PHILADELPHIA — WAR IN BOSTON . .	129
XIX. CUTTING THE COLONIES IN TWO . . . . .	141
XX. SOME HOLIDAY HAPPENINGS IN NEW JERSEY . . .	151
XXI. THE BRITISH PLAN FOR 1777 . . . . .	163

CHAPTER	PAGE
XXII. IN THE VALLEY OF THE MOHAWK . . . . .	171
XXIII. THE END OF THE PLAN . . . . .	176
XXIV. ANOTHER SIDE OF WAR . . . . .	182
XXV. BATTLES ON LAND AND SEA . . . . .	192
XXVI. AN AMERICAN MOUSE-TRAP AND A BRITISH MOUSE . . . . .	206
XXVII. PEACE . . . . .	221
XXVIII. THE LEAGUE OF FRIENDSHIP . . . . .	226
XXIX. THE YEARS OF WEAKNESS . . . . .	229
XXX. BUILDING THE CONSTITUTION . . . . .	235
XXXI. IN THE HANDS OF THE PEOPLE . . . . .	243
XXXII. AFTERWORD . . . . .	249
OUTLINE FOR NOTEBOOK WORK . . . . .	251
DIFFICULT WORDS SELECTED FROM THE TEXT . . . . .	256
CHRONOLOGICAL CHART OF THE STRUGGLE BETWEEN ENGLAND AND FRANCE IN AMERICA . . . . .	261
CHRONOLOGICAL CHART OF THE STRUGGLE FOR INDEPENDENCE AND THE CRITICAL PERIOD . . . . .	262
BOOK LIST . . . . .	266
PICTURE LIST . . . . .	269

## SUGGESTIONS TO TEACHERS

THE plan of this book is essentially that of the preceding book of the series, "From the Old World to the New." It is intended to serve as a foundation study of the period it covers, presenting as far as possible a narrative which shall interest the child, and awaken in him that enthusiasm which will take delight in building around the story the endless detail of incident, picture, and biography.

Every effort has been made to render the book useful and easy for the busy teacher to use. While it is evident that no plan can meet exactly the requirements of classes which exist under widely varying conditions, it is believed that the same framework should be applicable to all. Therefore the book follows a plan. In one sense it is primarily a reading book, since it assumes that the study of each chapter will begin with the reading of the chapter by the class. To make this reading profitable it must be easy reading, thought-getting, rather than the stumbling effort of the word-getting class. The list of "Difficult Words selected from the Text," found at the end of the volume, as well as the words selected for definition work under the "Things to Do" at the end of each chapter, will be found most useful in preparing

a class for true thought-getting. The uses to which these lists may be put will be obvious to the thoughtful teacher.

Finding that a slight misapprehension of the purpose of the "Things to Remember" has existed in some minds in regard to the earlier book, I take this opportunity of stating that in neither volume are they intended for *memorizing*. They summarize the facts of the chapter, and place in convenient form the essentials of the subject studied. If after the work on the chapter has been carefully done, the pupil does not remember these essentials without mechanically memorizing the words, the task of memorizing will help him not at all. Don't make him "hate history" by commanding that he "learn" words.

The "Things to Read," as in the preceding book, make no pretense of covering the ground fully. There are hundreds of books upon the period, most of which would yield something of profit or pleasure to teacher or pupil. I have made no references to the numerous school histories, since these are easily available to most teachers, and are, in most cases, so fully supplied with marginal and paragraph headings that no references are needed. Every teacher should be supplied with the standard textbooks on the subject, and should encourage their use in her class; in this way supplementary facts may be gained and comparisons instituted, since no two of our text-book writers approach the subject in the same way.

In the merely suggestive lists given in this book, the

books mentioned are in most cases written for children, and so fully within their comprehension. The exceptions are the works of Parkman, those of John Fiske, Lodge's "Story of the Revolution," and a few others of like nature, to which careful references have been made. These references are much fewer than they might have been, — than they are in most school histories, — in accordance with the author's belief that large portions of these books are beyond the understanding of the child of the seventh or eighth grade, and that an attempt to read these portions will result only in confusion and discouragement. The vivid and picturesque descriptions of these writers he can understand. Their clear reasoning from cause to effect is sometimes perfectly suited to his needs. Their philosophical discussions, their analogies founded upon facts of which he has no knowledge, their exposition of the theories of government, should be left for his teacher.

And let me say here, as has been already said so many times, that no teacher of any period of history should fail to catch the inspiration to be found in a careful reading of the masterpieces of historical literature which bear upon that period. Let me even say, as I heard a lecturer say not long ago to a body of teachers, "No teacher has a *right* to go before her class to teach the history of the French in America without having read Parkman." We must educate our children out of the idea that their text-book is "the book" on the subject. They must see that the text-book only points the way to the higher

authorities, and that they in their turn are only *seekers* after the truth. And nowhere can this good work be better begun than in the mind of the teacher. Search the public libraries for yourselves and for your children. Send the children there to read, or bring the books to them in the class room. Read to them what they cannot get for themselves. Translate the occasional hard word, — the historian will forgive you in a good cause. Tell them in simple words “what Parkman says” or “what Fiske thinks,” if the passage is all too difficult to bear reading. Help them to find the stories, which, founded upon the “days of old,” are just as thrilling and just as satisfying to child nature as the “penny dreadful” which causes you so much anxiety. Do all this, for your children *must* read if they are ever to know of, or care for, the noble deeds of our fathers.

The “Things to Do” are along the same lines as those of the earlier book, with the addition of certain questions for class discussion which will be found following most of the chapters. These have not been suggested as “Subjects for Debate,” since it seems important to learn first to *form* opinions before we try to *formulate* them for such a purpose. Thoughtfully, informally “talking over” a subject has great possibilities. We may even succeed in slightly curbing the habit of “jumping at conclusions” to which we as a nation are so prone.

Collecting pictures is always a help in awakening interest. Writing compositions, *in class*, will prove invaluable if carefully done, and done only *after* the neces-

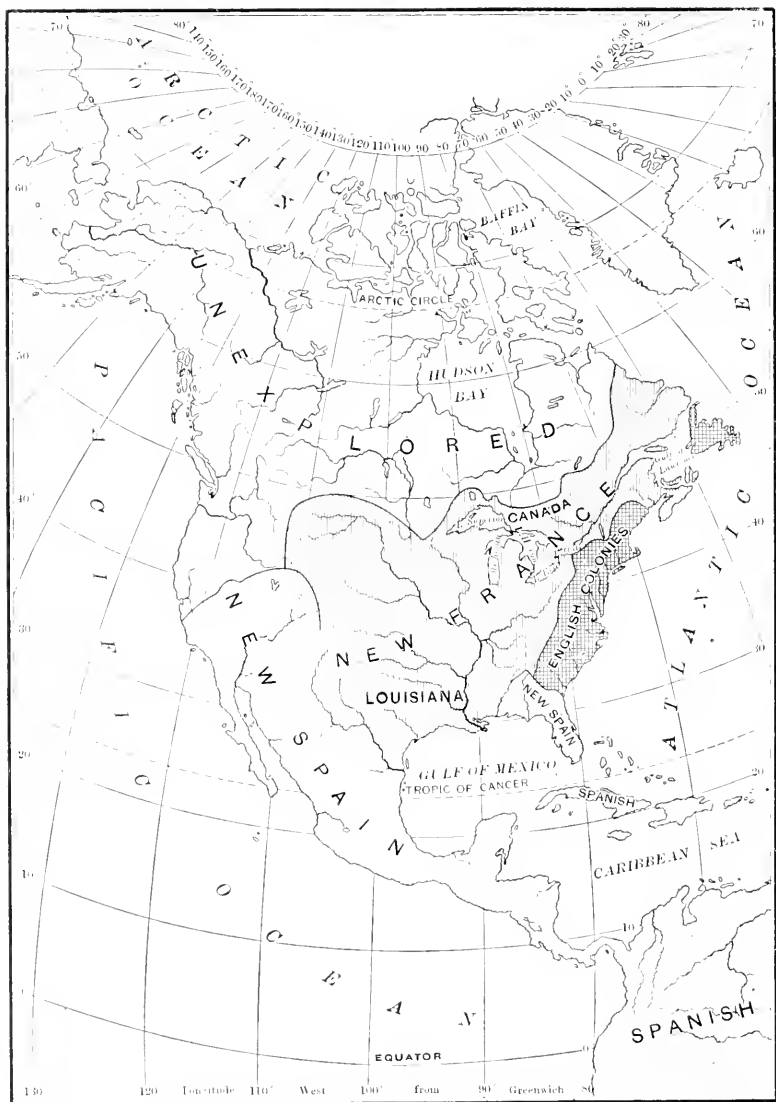
sary knowledge has been acquired. "Doing something," in almost any form, will serve the same end, — that of strengthening fleeting impressions into positive knowledge.

The plan for notebook work is first introduced in this book. It *can* be made profitable. It *may* be worse than useless. Occasional suggestions as to the work are inserted in brackets with the outline. Where there are no suggestions the pupil may, with the teacher's approval, be left somewhat free to make his notes as seems best to him. But I cannot fail to urge upon him, through you, his teacher, "be brief." A notebook is not a history. Notes should never escape the "boiling down" process. And let me urge also that the work be neatly done. A slovenly notebook on any subject does positive harm to any pupil. Frequent overlooking, on the part of the teacher, — not in long hours after school, but while the work is being done, — is necessary. In reproducing maps for the notebook, the outline of maps in this volume may be readily transferred by the use of tracing paper or tissue paper, without injury to the book. Maps finished in ink are neater in appearance than those in pencil, as also those colored with water color are preferable to those where crayon is used. But maps of some kind seem to me essential in explaining many of the whys which are unintelligible without them.



# A HUNDRED YEARS OF WARFARE

1689-1789



AMERICA TWO CENTURIES AFTER ITS DISCOVERY.

DUPRAY & CO., N.Y.

# A HUNDRED YEARS OF WARFARE

## I

Two centuries had passed since Columbus caught his first glimpse of the New World. It was no longer a world unknown to the people of Europe; no longer a world inhabited only by roving tribes of red men. Who were the new people in this western land? Where and how did they live? What sort of people were they? These are the questions we must ask ourselves, and for which we must find answers, before we can understand the "hundred years of warfare" which our title tells us this book is to describe.

We must remember that, in spite of two centuries of colony-making, a large part of the New World was still unsettled, and even unknown. Few, if any, of the English settlers had passed beyond the natural wall formed by the Allegheny Mountains. The English territory was but a narrow strip of land along the Atlantic coast. The French, as we have already learned, were few in number compared with the English, and though they claimed most of the interior of the continent, had made few settlements except on the St. Lawrence. The Swedes had lost their little territory to the Dutch, and the Dutch in turn had

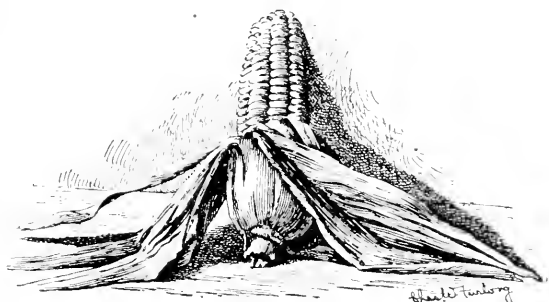
been obliged to give up theirs to the English. Spain, although she had at one time or another laid claim to most of the continent, had explored but little of it, and there were but two Spanish settlements of any importance — St. Augustine and Santa Fé.

A struggle for the continent was at hand, and in this struggle the English and the French were to be the chief actors. It is in them, therefore, and the part of the continent they had settled that we are at present most interested.

## II

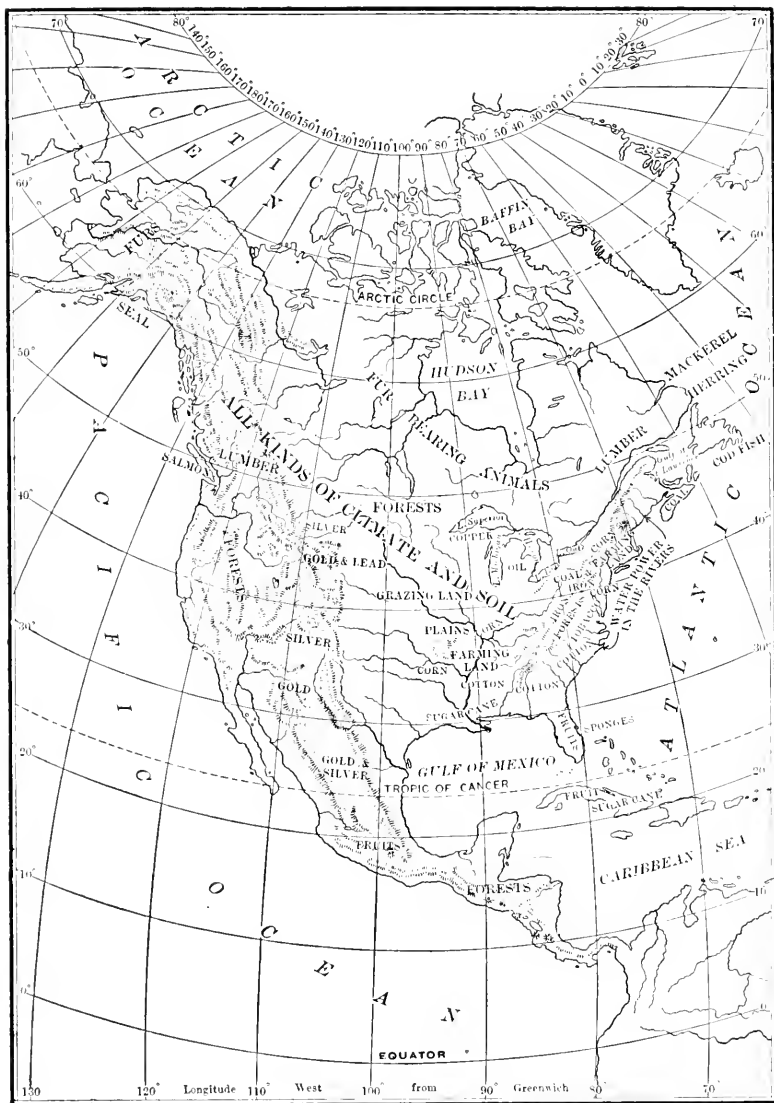
### THE WEALTH OF AN UNDEVELOPED COUNTRY

WE know, or we think we know, our country so well — we are so accustomed to thinking of its wonderful resources, its wealth, and its suitability for many and varied industries — that it is a little hard for us to see it with the eyes of the early settlers. Much of the continent, as we have already said, was unknown to them; but they had seen enough to realize that here were opportunities for enterprising men to find wealth in the wilderness.



CORN.

First of all, in size — as the size of North America began to be realized vaguely by the people — it was truly a great land. Here was territory in which France, or Germany, or any country of Europe might be almost lost. And, because of its size, here were climates to suit the



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RESOURCE MAP.

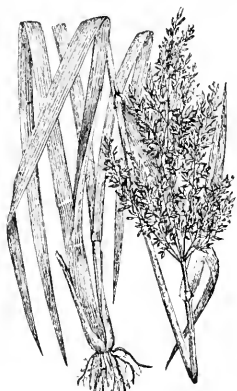
tastes of the most diverse of people: Canada, cold and snowy, yet abounding in wealth for the hardy fortune seeker; Georgia and Florida, sunny, almost tropical, and presenting attractions to those who loved an easier life; between, all the varying degrees of heat and cold found in a temperate clime.



FOREST SHOWING TREES VALUABLE FOR TIMBER.

And again, as the climate varied, there varied too the products of this wonderful New World. There were furs in Canada, cotton in the south, tobacco and Indian corn in the middle portion, with great forests of valuable timber almost everywhere. Nor were these all. There were great tracts of rich land, — fertile river valleys, — where the crops of Europe might be taught to flourish; mile

after mile of grassy prairie, where the cattle of the Old World might be brought to roam; mountains with the wealth of mines concealed beneath their rugged sides. And still these were not all. There were thousands of



RICE.

little streams which could be harnessed to the mill-wheel; there were quarries of old granite, slate, and marble, as yet untouched by human hands; there were millions of fish swarming in the rivers and the sea.

There were all these, and more, that the colonists had never seen nor even imagined. To-day we know something of the possibilities of our land, and it may be that even we have more to learn. That it was a good land, and that it might become the seat of a great nation, could be seen even two hundred years ago.

### THINGS TO REMEMBER

1. The colonists knew little of the resources of the country.
2. The continent covered many miles of territory, and varied in climate and productions.
3. Unlike a tropical country, much work was needed to develop the land, but the possibilities were great for people who were willing to work.
4. North America was, then, well adapted to become the seat of a great and flourishing nation.

## THINGS TO READ

Consult your geography for information as to the physical features of North America. You will find much information in Tarr and McMurry's Geography, on that continent. Read what is said of the climate and productions under each group of states, and under Canada.

## THINGS TO DO

1. Compare the size of North America with that of Europe; of Canada with that of England; the United States with that of France or Germany; Mexico with that of Spain.
2. Find out what you can about the climate of North America.
3. Make a list of the natural products of the country known and used to-day.
4. Copy the production map.
5. Look up pictures illustrating the industries of the country at the present time. These may be mounted to form a very interesting class collection.
6. Study the furs and fur-bearing animals of Canada.

### III

#### ENGLISH COLONIES AND COLONISTS

Now for the colonies themselves — suppose we first renew our acquaintance with those of the English, and trace some of the events which have been making history even in these young settlements. By the end of the second century after the New World was discovered, all of the “thirteen original colonies” except Georgia had been settled. Virginia, the oldest of them, was not far from her hundredth birthday; and Massachusetts, New York, New Hampshire, Connecticut, and Rhode Island were not many years behind. Pennsylvania, although the youngest of the twelve, had grown so rapidly as to be larger than many of the older colonies.

There were about two hundred thousand people in the English settlements. The day when these settlements could be counted on the fingers of one hand — when Virginia meant Jamestown, and New England meant Plymouth, or possibly Salem and Boston — had long since passed. There were hundreds of communities, and year by year the settlers were pushing farther westward, until the mountain wall was almost reached.

The years had been years of progress in all the colonies.

and years in which the people, in spite of their differing ideas and beliefs, were growing more like one another, and more unlike the people of the countries from which they had come. Their life in America, so far away from the home government in England, was developing in the colonists more and more of that spirit of independence in political affairs for which Englishmen at home and abroad have ever been noted.

There were three kinds of government in the colonies. A few of them had charters. These were Massachusetts, Rhode Island, and Connecticut. Virginia had been founded as a chartered colony, but in 1624 the king had taken away the charter, and had made Virginia a royal province. Maryland, Delaware, and Pennsylvania were still under the rule of proprietors, the heirs of those to whom the land had been originally granted. The rest of the twelve, though they had been at first proprietary, had become, like Virginia, royal provinces. This means that their governors were appointed by the king. In the chartered colonies the governors were usually elected by the people. In the proprietary colonies they were appointed by the proprietors.

In each of the colonies, however, the people had an assembly, and as long as this assembly was not interfered with, the people were, in most cases, able to rule themselves whether the governor was willing or not. For the assembly managed the money affairs of the colony, and if the governor were troublesome, he could usually be brought to terms by refusing him the money to carry out his plans, or perhaps by refusing him even his salary.

There were many struggles between the assemblies and the royal governors — struggles in which the people gained the courage to oppose what they considered injustice, and the power to make their opposition felt by the governors, or even by the king. Several of these quarrels were important enough to be remembered.

In Virginia the people suffered for years from the harsh rule of Governor Berkeley. Year after year he prevented their electing a new House of Burgesses, thereby keeping in power a House which was friendly to himself. From what I have told you above, you will see that this cut off from the people their only means of keeping down the governor's power. So the governor did much as he liked, and the people could only endure it.

At last, however, in 1676, many of the people, under the leadership of a young man named Bacon, rose against the governor. The Indians were a constant danger to the colony, but the governor had refused to raise troops or to allow the people to do so to protect their homes against them. Indignant at this refusal, Bacon and his followers took the matter in their own hands. This was the beginning of "Bacon's Rebellion." There were exciting times in Virginia during the few months that it lasted, but Bacon soon died, and the governor and his friends triumphed. Things were soon as bad as before. But though the attempt had been a failure, the spirit of resistance to oppression was born in the hearts of the men of Virginia.

Another instance of difficulty between governor and people is to be found in the story of Sir Edmund Andros. In

1686, the year after James II came to the throne of England, he sent Andros to America to become the governor of Massachusetts, Plymouth, New Hampshire, and Maine. The assemblies of these colonies were to be abolished, and Andros was to demand the charters of Rhode Island and Connecticut. These colonies were then to be added to the territory under his control. In 1688 he was also made governor of New York and New Jersey, thus making his rule absolute from the Delaware to the border line of Canada.

Andros made his headquarters in Boston, and sent Francis Nicholson to rule for him in New York. There was soon trouble for both Nicholson and Andros.

They carried out the king's orders, to disregard the people's assemblies, very faithfully, and the people hated them accordingly. It was not long, however, before news came to America that King James, who had sent the hated governor, had been driven from his throne, and had fled from England. Why should not the people in America drive away their tyrants, the king's officers?

In New York a German named Leisler gathered a band



*Andros*

SIR EDMUND ANDROS.

of citizen soldiers who obliged Nicholson to leave the town. Leisler then made himself governor. For three years he remained in power, but at last the people grew tired of his rule, and appealed to the new English king for a governor. King William granted their request, and when the new governor reached New York, Leisler was hanged for treason. The whole story is important only as it shows us the spirit of resistance beginning to assert itself.

Meanwhile Andros himself had been captured by the people of Boston, and, after being kept imprisoned for some time, had been sent to England, while the people took the government into their own hands for a time. The stories of Bacon's rebellion, and of the overthrow of Andros and Nicholson, serve to illustrate the same spirit of resistance to what the people believed to be oppression and injustice, which was growing in the English colonists. It is a spirit of which we shall see more hereafter.

There were other traits in these early Americans which were as strong, and which affected their later history as much as their love of self-government. They were a sturdy people, slow to change their ways of life, content to reach the goal of their ambitions step by step; extending their territory only as it became necessary to make room for the settlers; not dreaming of a great empire, but intent upon making homes.

These homes — nestled among the rugged hills of New England, along the shores of the Hudson and the Delaware, or surrounded by the widespread tobacco fields of the South — these explain to us the wonderful vitality of

the English settlements. The old homesteads of New England became centers of life, centers of industry, centers of training. The children and the children's children settling near made large and thriving communities of the little towns. The green valleys became fields of waving

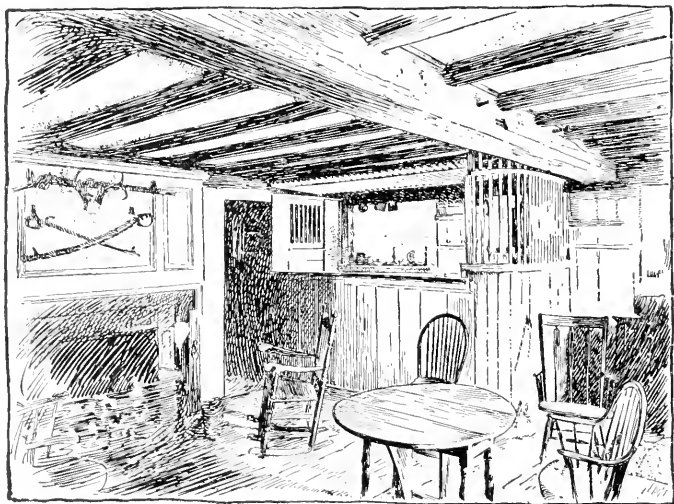


A COLONIAL FARMHOUSE.

corn. The wooded hillsides rang with the sound of the woodman's ax. The waters of the harbors reflected the masts of gallant ships, built in America and manned by American seamen.

Many books have been written which describe for us

life in these far-away colonial times; and you will find them well worth reading. They tell us tales of roomy old kitchens, with huge fireplaces around which the family gathered at night, popping corn, roasting apples, cracking nuts; the children listening eagerly to stories of old England, or perhaps to wild tales of bears and panthers



A COLONIAL KITCHEN.

and stealthy, catlike Indians, or still more weird and horrible stories of witches and wizards, while the red firelight glowed over all, and the steady hum of the spinning wheel made a drowsy accompaniment to the story.

We shall find stories of the Sundays of long ago — of the bare, cold churches, so cold that sometimes the minister preached in overcoat and mittens. We shall

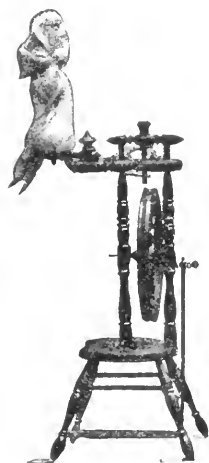
near of the tithingman, whose duty it was to keep drowsy folk awake when the sermon proved too long and dry, for sermons were long in those days—three or four hours was not at all unusual.

We shall read of harsh laws for the punishment of crime, and of the stocks and pillory that stood on every village green; of the ducking stool, where scolding women were shown the error of their ways; and of many other strange ways of keeping people from doing wrong.

We shall be told of the way people



PILLORY.



SPINNING WHEEL.

travelled when they made their long-anticipated visits to Boston or Philadelphia, and of the time it took to go from place to place. We shall hear of the stagecoach, which was called the “flying machine,” because it could go from New York to Philadelphia in two days.

The books will tell us, too, of fashionable

balls and banquets in the gayer towns; of ladies and gentlemen in gorgeous costumes and with wonderfully powdered hair; of their sedate and dignified manners, and of their stately minuet.



There will be stories, too, of the belief in witchcraft, and the cruel deeds that were done because of it.

We shall hear of the dreadful days in Salem, when nineteen so-called witches were hanged on "Gallows Hill," and no one knew who would be the next to hang beside them. We shall shudder, and be glad that the day of belief in witchcraft has gone forever.

Yes, there are wonderful stories awaiting us in these records of colonial days, and we shall know our forefathers better when we have read them. Then, little folks, let me introduce you to your own great-great-great-grandfathers. You will find them shut in between the covers of the books on the library shelves, and very glad to come out and have a chat with you.

#### THINGS TO REMEMBER

1. The English colonies were increasing rapidly in size and strength.

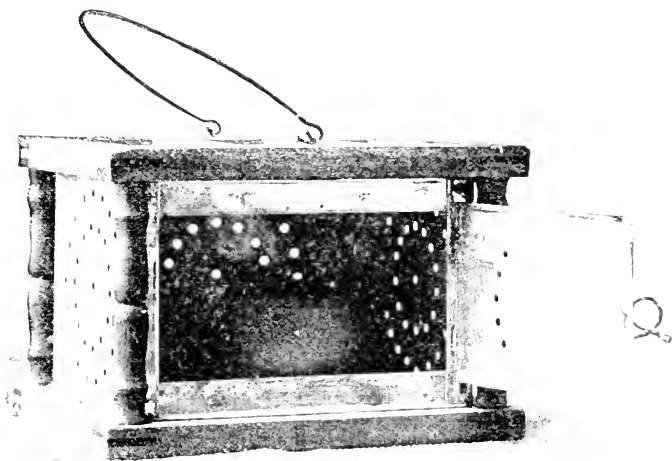
2. There were three forms of colonial government:—

Chartered colonies (Massachusetts, Connecticut, and Rhode Island).

Proprietary (Pennsylvania, Delaware, and Maryland).

Royal (the remaining colonies).

3. One of the strongest traits of the colonists was their love of self-government. Because of this they often quarreled with the royal governors.



FOOT STOVE.

4. Bacon's Rebellion was the outcome of such a quarrel in Virginia, as was the uprising in New York under Leisler and the removal of Sir Edmund Andros in Massachusetts. All these show the growing spirit of resistance to what the people believed to be oppression.

5. The English colonists were a steady, sturdy people, intent upon home-making.

6. There are many interesting accounts of their ways of living. We shall enjoy reading some of them.

## THINGS TO READ

1. "Stories of the Old Dominion," by J. E. Cooke, pp. 65-81.
2. "White Aprons," by Maude Goodwin (a story).
3. "Stories of the Old Bay State," by E. S. Brooks, pp. 92-100.
4. "True Story of the United States," by E. S. Brooks, pp. 56-64.
5. "Men and Manners a Hundred Years Ago," by Horace Scudder.
6. "Home Life in Colonial Days," by Alice Morse Earle.

Homes, pp. 1-31; Light, pp. 32-51; The Kitchen Fireside, pp. 52-75; Serving of Meals, pp. 76-107; Girls' Occupations, pp. 252-280; Dress, pp. 281-299; Travel, pp. 324-363; Sundays, pp. 364-387; Neighborliness, pp. 388-420.

7. Mrs. Earle has a number of other books on life in colonial times which will prove useful, such as "Costumes of Colonial Times," "Sabbath in Puritan New England," "Child Life in Colonial Days," and "Customs and Fashions in Old New England."

8. "Source Book of American History," by A. B. Hart, pp. 82-88; 91-92; 115-119; 122, 123.

9. "Colonial Children," by A. B. Hart, pp. 152-162; 188-196; 206, 207; 214, 215; 218-221; 224-232.

10. "Camps and Firesides of the Revolution," by A. B. Hart, pp. 1-36; 39-42; 59-61.

## THINGS TO DO

1. Find the exact meaning of *communities, developing, independence, political, proprietors, oppose, resistance, oppression, absolute, goal, empire, vitality*.

2. Make a map showing the thirteen English colonies.

3. Find pictures of colonial scenes.

4. Describe the appearance of a colonial lady of fashion; a fashionable colonial gentleman.

5. Write upon one of the subjects given below. Be sure to select

one upon which you have done some reading, so that you may have something to say.

A Colonial Sunday.

A New England Farmhouse.

Life on a Virginia Plantation.

How People dressed Two Hundred Years Ago.

Colonial Punishments for Crime.

## FOR YOUR NOTEBOOK

PART I. Condition of affairs in Europe and America near the end of the seventeenth century.

I. The English colonies.

*a.* Government.

CHARTERED	PROPRIETARY	ROYAL

*b.* The people — their strongest traits.

*c.* Events which show one of these traits.

## IV

### LIFE IN NEW FRANCE

WE shall find many sharp contrasts between the English colonies we have been considering, and those of the French. First of all, we shall notice the difference in climate and in the natural resources of the French settlements. Not corn, nor tobacco, but furs, we find the chief product of the country — a fact which had a great influence upon the character of the people.

Instead of settling down to a farming life, most of the men became wood rangers—fur traders, hunters, trappers. They lived wild lives in the forests, and in spite of the efforts of the king and his officers to draw them back to the settlements, they loved the wild life best. King Louis tried very hard to make the colony grow. Parkman, a great historian who has told the story of New France, says, "The new settler was found by the king, sent over by the king, and supplied by the king with a wife, a farm, and sometimes with a house. Well did Louis XIV earn the title of 'Father of New France.'"

Some of these colonists sent over by the king were peasants, while many were soldiers whose regiments the king ordered to Canada and then caused to be disbanded

there, hoping that the men would remain and become colonists, as most of them did. The wives provided by the king were sent out from France, a hundred or two hundred at a time, much as was done in Virginia in the early days. There was, however, nothing to be paid by



HUNTERS.

the settler for his wife, as in Virginia. He was, on the contrary, almost driven to marry, by the orders of the benevolent king.

King Louis believed, and there was much truth in his theory, that the colony would never prosper until families were established, and children born in Canada grew up

to become the men of the next generation. A pension was offered to any man who should have ten children, and a greater sum to the father of twelve.

Successful, however, as the king's matrimonial plans were, he did not succeed in building up the great population that he dreamed of for Canada. The woods were too near, the great rivers and the lakes seemed always



DEER.

calling the young men to the wild life beyond. Farming was slow work, and often discouraging work. Why should one toil in the fields, coaxing the backward crops, when the forest teemed with game and the waters with fish, always ready for the hunter or the fisherman? Why plod on day after day in the same stupid round of cares and troubles? In the forest one could be free!

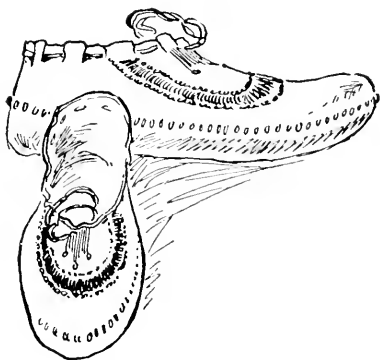
And so we hear of deserted farms, of abandoned homes and wives and children. In vain were laws made and penalties ordered to overcome the evil. The French colonist was made of different stock from the English—more impulsive, less ready to give up his present desire

for the sake of some later good, less self-reliant in matters of government, having been trained by centuries of absolute rule to be guided by those in authority.

Nowhere is this absolute government more clearly shown than in Canada. The king made himself in truth the "Father of New France," and he governed the colonists as though they were unruly children. They were not, it is true, capable of self-government as the English were; but their training in the New World was doing little to make them more capable of it.

One of the most noticeable results of the adventurous life of the Canadian woodsmen was their friendship with the Indians. With the exception of the Iroquois, who had been the foes of all Frenchmen since the time when Champlain had given their enemies aid against them, all the northern tribes were friendly and even more than friendly with the men of Canada. Often the woodsman visited his "red brothers," sometimes he lived among them and married an Indian wife. All the secrets of the forest became his, and he forgot the ways of civilization.

Sometimes, however, he did not live entirely among the Indians, but returned once in two or three years to the settlement. Here he sold the furs he had gathered



INDIAN MOCCASINS.

together (often against the orders of the king), and after a few days of wild drunken revelry would make his way back to the woods again.

It seems strange that through all this wild lawless life the church should have kept its hold upon even the most adventurous of the settlers, but it shows the power of the priests in Canada. The church and the king—these were the forces that guided the fortunes of New France. And under their watchful care, their daily suppression of every instinct of self-government, what wonder that the Canadian colony failed to become sturdy and self-supporting like its English neighbors, but depended always upon aid from the king, advice from the priests, and guidance in the smallest affairs of government from the officers of church and crown, sent to rule them.

### THINGS TO REMEMBER

1. The French colonies differed from the English in natural resources, in government, in religion, in the character of the people.

2. Furs were the principal product. Fur-bearing animals were very plentiful.

3. There were fewer villages and settled communities than in the English colonies. Most of the settlements were trading posts and missions.

4. Many of the men of Canada were wood rangers. They were on very friendly terms with the Indians.

5. The government of the colony was entirely in the hands of officers appointed by the king. Self-government was unknown in Canada.

6. The religion of the Canadians was Catholic. The priests were very powerful in the colony.

## THINGS TO DO

1. Find the exact meaning of *contracts, natural resources, regiments, benevolent, theory, generation, pension, matrimonial, teemed, abandoned, penalties, impulsive, suppression, peasants.*
2. Write about "a Canadian woodsranger": —
  - I. Where he made his home — why he did not remain in the settlement — what he often left behind.
  - II. How he spent his life — his "red brothers."
  - III. An occasional visit to the settlement.
3. Discuss in class with your teacher the following question: —  
Why should a colony whose men lived in the woods as hunters prosper less than a colony of home-makers?
4. Write about the "Father of New France."
  - I. To whom this name was given — why?
  - II. How he tried to make the colony grow.
  - III. The result of his efforts — the reason for this result.

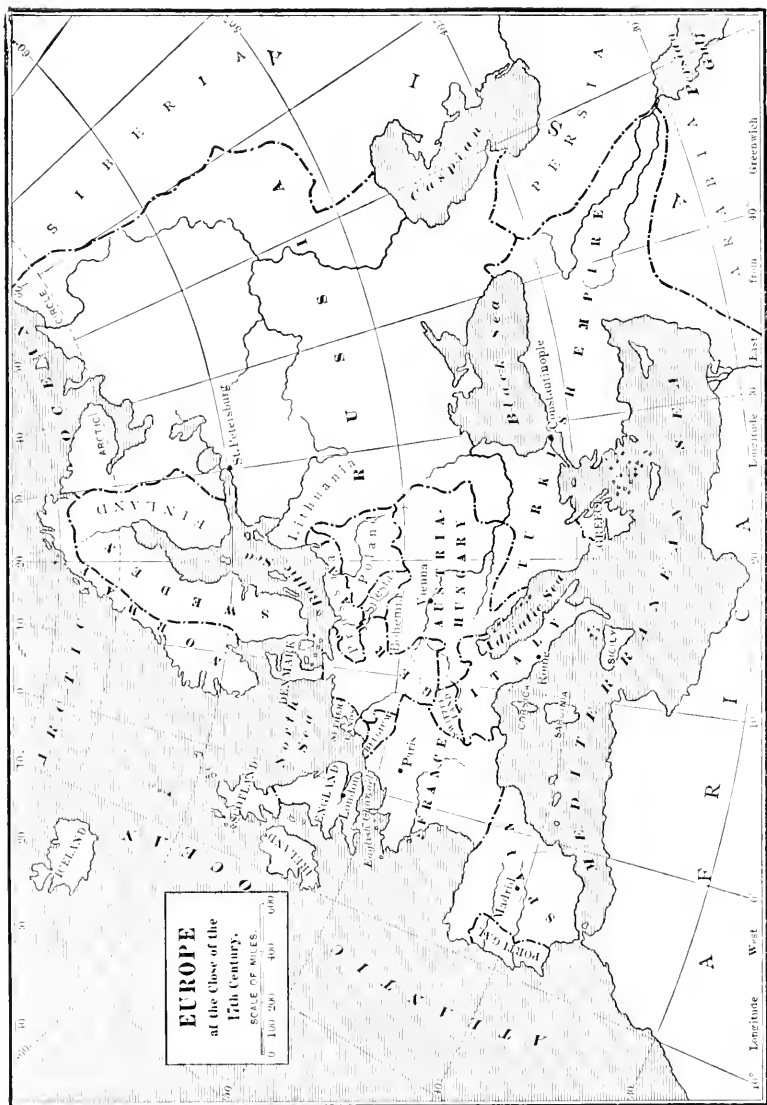
## FOR YOUR NOTEBOOK

## II. New France.

*a.* Government. *b.* The people — their prominent traits.

## III. Comparison of the French and English colonies.

	FRENCH	ENGLISH
Position		
Climate		
Productions		
Motives in colonizing		
Attitude of government		
Character of people		
Occupations		
Government		
Religion		
Intercourse with Indians		
Military training		



## V

### A GLANCE AT ENGLAND AND FRANCE

LEAVING for a time the rival colonies in America, let us glance at the mother countries in Europe. The time when we take up our story — that is, the latter part of the seventeenth century — is part of what is sometimes known as the “Age of Revolution.” In England, especially, there had been many changes in government. In the first half of the century there had been a great civil war between the king and his followers on the one hand and the people on the other. It was ended by the execution of the king, and the declaration of the victorious army that henceforth the land should be ruled by the elected representatives of the people, who formed the Parliament. And so it was, for about four years.

There were, however, many people who were not satis-



CHARLES I.  
(Who was beheaded.)

fied with the rule of Parliament, and the government fell into the hands of one man, Oliver Cromwell. His power was almost unlimited, and as he was a man of great strength of character, he did much for England, both in



*Oliver Cromwell*

building up a strong government at home and in securing the respect of foreign nations.

When Cromwell died, in 1659, his son took his place as "Lord Protector of the Commonwealth." Being, however, a much weaker man than his father, he was soon obliged to resign his office. There seemed no one fitted to rule as Cromwell had done, and after a few months of uncertainty, the people were quite ready to have

a king again. They invited Charles, the son of the king whom they had beheaded, to return to England as their ruler, and he was glad enough to accept. It seemed as though the civil war and the determination of the people to rule themselves had been entirely forgotten.

But Charles II, the new king, was much like his father in wanting to have his own way, and before his reign of twenty-five years was over, the people had begun to re-

pent of asking him to return. His brother, James II, who became king in 1685, was still worse, and was so hated by the people that in 1688 they could bear his rule no longer.

They asked William, the Prince of Orange, in Holland, a staunch Protestant and a lover of liberty, to come over to England, and become king. William's wife was a daughter of James, so she had some claim upon the throne. William and Mary came, and though King James was willing now to make all sorts of promises to observe the liberties of the people, it was too late. He was deserted, and was obliged to flee from England. The new reign began. Much of the power that had once been the king's was given to Parliament, and it seemed at last as though the liberties of the English people were assured.

There could be no stronger contrast to England under King William than France under Louis XIV. Almost born a king — he was only five years old at his father's death — he believed he was born to rule, and most royally did he support this belief. He used to declare, "I am the state," meaning of course that his will in all things must be obeyed. France had grown much in strength and power during the reign of Louis XIII, and during the childhood of the new boy



CHARLES II.

king the kingdom was well managed by his ministers. Wars with Austria and with Spain had made France the leading state of Europe, and when he grew old enough to take the reins of government into his own hands, Louis determined to make France greater yet.



LOUIS XIV.

The people were not consulted. It was the king's part to command, theirs to obey. And was it not all for "the glory of France"? The people should be willing to fight and to pay heavy taxes for such an object. War followed war, all Europe was drawn into the conflict — and all that Louis XIV's power and fame should be increased.

All Europe was drawn into the conflict, we said. We shall be interested to see on which side the

various states fought. During the whole period Louis's greatest enemy was Holland, — brave little Holland, which stood for all that was freest in government, in religion, in the lives of her people. Close behind her we find England, with her king of Dutch birth, and allied with

them the smaller Protestant states of Europe. Spain and Austria, the leading Catholic states, were sometimes to be found on one side, sometimes on the other. But on the whole, the period was a fight of religions — Protestant against Catholic; a fight of governments — of liberty



SCENE AT COURT OF LOUIS XIV.

against the power of kings; and our part is to watch the struggle, to hear the echo of the noise of strife in the far-off woods of America.

### THINGS TO REMEMBER

1. There were many changes in government in England during the seventeenth century.
2. Near the end of the century, William, Prince of Orange, and

his wife, Mary, were invited by the people of England to become their rulers.

3. Much power was given to Parliament, that the people might hereafter share in governing themselves.

4. In France the people had no part in the government.

5. Louis XIV made his people poor by many foreign wars. In these wars the English and Dutch were Louis's chief enemies.

### THINGS TO DO

1. Compare the governments of England and France.

GOVERNMENT	FRANCE	ENGLAND
Power of king		
Power of people		

2. Find the exact meaning of *revolution, civil war, execution, declaration, representative, parliament, ministers, absolute, monarch*.

3. Discuss in class the question: In war time which would you expect to find the better soldiers, the people of a self-governing nation, or those of a country ruled by an absolute monarch.

(Remember that an opinion without reasons is valueless.)

4. Obtain and mount a picture of the Houses of Parliament.

5. Find out, if possible, what modern nations are absolute monarchies. Are they the progressive nations of the world?

### FOR YOUR NOTEBOOK

IV. The mother countries.

a. Governments of France and England compared.

[Insert here the comparison you made under "Things to Do."]

b. Louis XIV's wars.

1. The real reason for his undertaking them.

2. Why England was always on the other side.

## VI

### AMERICAN ECHOES OF EUROPEAN WARS

WE have already seen how different from each other <sup>1689</sup> the English and the French colonists were, and we can readily understand how these differences might cause distrust, suspicion, even hatred, between them. When we add to these quite natural feelings the fact that the mother countries in Europe were bitter foes, as they had been for centuries, we begin to understand the condition of things in America in 1689.

Here were the colonies of two great European nations, planted side by side in a new land. With no natural boundary between them, it could hardly fail to happen that sooner or later they would come into conflict. The French in America were dreaming of a great empire, as great as the continent itself. They were spreading out their forces and building their little forts up and down through the great central plain. For here was the prize—the great river whose owners might some day control the commerce of the whole interior. Every movement of the French was toward this end,—the control of the Mississippi and the Great Lakes. For this La Salle had risked and for it he had died.



TO ILLUSTRATE COLONIAL WARS.

And now the English were beginning to see the value 1689  
of the great valley. They were attempting to build up  
a trade with the Indians; they were even beginning to  
cross the mountain wall in search of homes. There is  
little doubt that the struggle for the continent would still

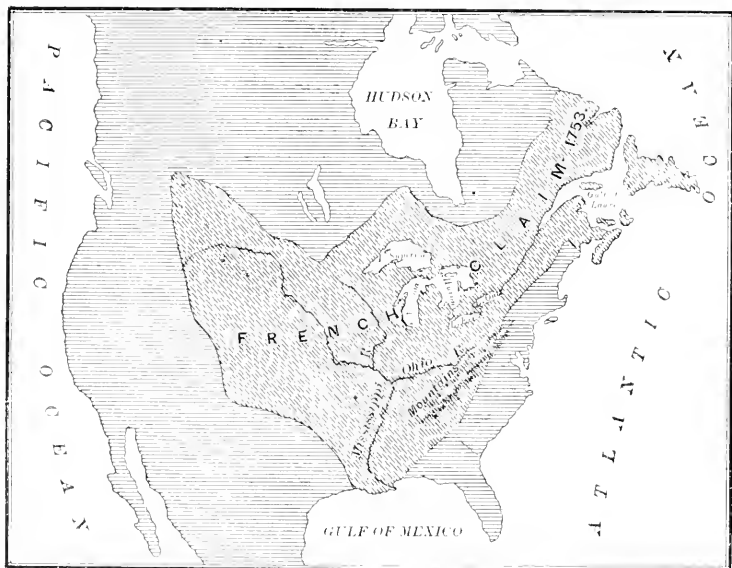


PIONEER HOME IN THE OHIO VALLEY.

have come, had there been no European wars to set it in motion. But the tumult across the Atlantic could not but hasten it.

In 1689, then, we see the opening of the conflict. War was declared between England and France. In America, the colonists, patriotic, true to their governments at home, and perhaps not unmindful of their own prejudices, took

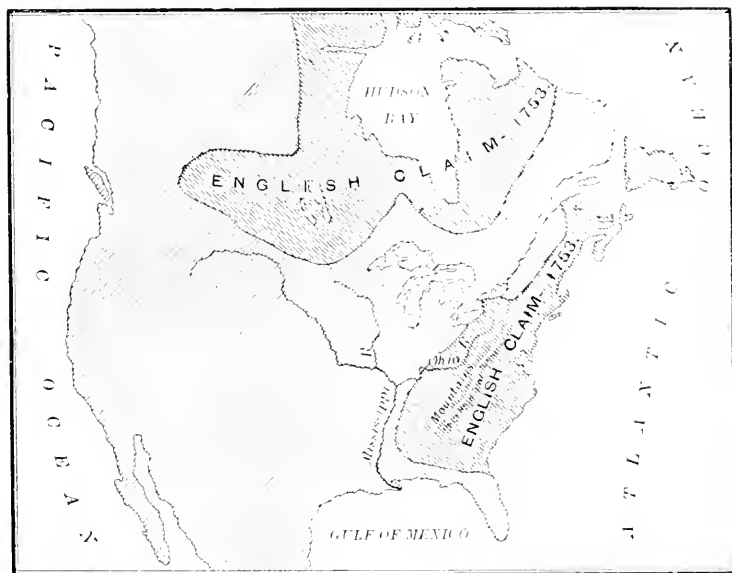
1689- up the quarrel as their own. The war in America was  
 1697 not like that in Europe, where great armies met and fought the battles which were to win or lose the day. The battles in the New World were most frequently fought in the night, and were usually very one-sided affairs.



Some lonely settlement on the border between New England and Canada, perhaps, — once it was Schenectady in New York, — would be wrapped in the heavy slumber that follows days of toil. Sometimes there would be sentinels watching for the foe, but oftener all would be asleep. Through the forest, over the dead leaves or the noiseless carpet of snow, would come a dusky band —

French woodsmen such as we have read of, and their Indian friends and allies.

Silently stealing into the village, the warriors would surround the houses, then, sending forth their horrible war cries, would rouse the people within to fight for their



lives. Over and over again this happened, and sometimes every inhabitant of a village would be killed or captured. The captured would be led away to Canada, and many of them never saw their homes again. Some married Frenchmen, or even Indian warriors, and became like the savages they lived among.

When, in 1697, peace was declared between France and

England, the colonists of New York and New England on the one hand and of Canada on the other were glad enough to stop fighting. New York had suffered most, and though she had protected the colonies south of her, they had done but little to aid her in her struggle.

1702 The peace, however, did not last long. In 1702 war began again, and soon all Europe was drawn into the quarrel. The wearied colonists at once began preparations for renewing the fight. The raids of the Canadian "war parties" were begun once more. The French made great efforts to make friends with the Iroquois, who were the only Indian allies of the English. For this reason most of the war parties turned farther east, away from the Iroquois country. Massachusetts, New Hampshire, and the struggling settlements of Maine had to bear the heaviest burden. We can scarcely read without shuddering the stories of these unhappy days in New England.

1704 Early in the winter of 1704 a dreadful raid was made upon Deerfield, a little town in the Connecticut valley. There were about three hundred people in the settlement, and all were peacefully sleeping when the war whoop sounded and tomahawks came crashing against the doors. All was confusion in a moment. Doors were broken in, and the inmates of the houses were killed or dragged forth as captives. Houses were set on fire, and the crackling flames added to the terror of the scene. Shouting savages swarmed everywhere, while the screams of frightened children and the cries of the dying filled the air. We may still see in Deerfield the door of one of



THE ATTACK ON DEERFIELD.

these colonial houses, showing a jagged hole hacked by the Indians, through which they shot a woman, the mistress of the house.

As the gray dawn began to break over the distant hill-tops, a sorrowful band was led away toward Canada. Over a hundred prisoners—men, women, children, even babies among them—set out on the long journey. Many died from cold and weakness, and many, when their

strength failed and they could go no farther, were killed by the Indians. After months of dreary and painful marching, Canada was reached.

About sixty of these prisoners were after a long time released and allowed to return home. Most of the children

and young people, however, were kept in Canada, where many of them adopted the Catholic religion and married French or Indian husbands or wives. One of these, a daughter of the Deerfield minister, Mr. Williams, came more than thirty years afterward to visit her old home. With her she brought her Indian husband and her savage children. She was like any Indian squaw, and though her relatives tried to induce her and her



DOOR OF "INDIAN HOUSE" AT  
DEERFIELD.

to induce her and her family to remain in Deerfield, she preferred to return to her savage life.

This attack upon Deerfield was only one of many such happenings. Nowhere along the northern frontier of the New England colonies could the people feel secure for a single day or night.

The war dragged on until 1713, in both Europe and 1713 America. In 1710 the English colonists, after several attempts, had succeeded in gaining control of Port Royal and so of the province of Acadia. In Europe, Louis XIV had met with many disasters, and the French people were



ON THE ROAD TO CANADA.

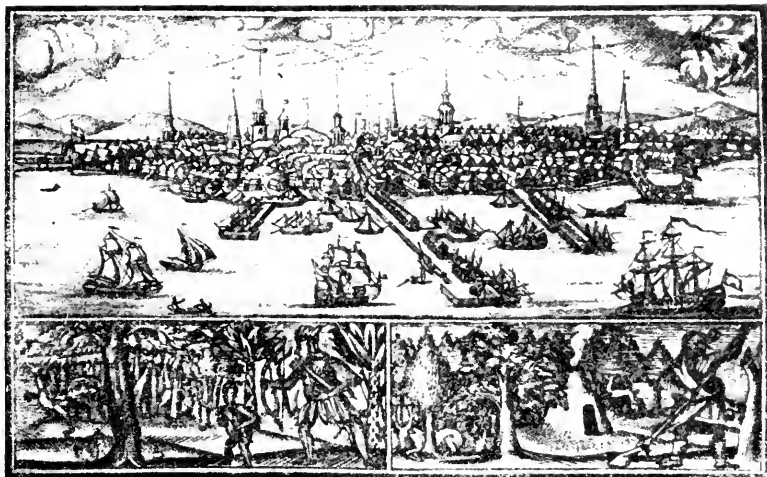
overwhelmed with a great war debt. Both English and French were glad to stop fighting. The treaty which closed the war gave to England Hudson Bay, Newfoundland, and Acadia. This was a great gain for England and a great loss for France.

The old quarrel was, however, still almost untouched. The boundary between Canada and the English colonies remained unsettled. The hatred between the French and the English settlers burned as fiercely as ever. It needed only an excuse to break out into war. The excuse came in 1744, when a new war broke out in Europe, and found France and England, as usual, on opposite sides.

1744 News traveled slowly in those days, and it so happened that a ship bearing the tidings that war had been declared in Europe reached the French town of Louisburg in America several weeks before the English colonists heard the news. Immediately the governor of Louisburg decided to attack the English before they should realize their need of defense. He did so, and succeeded in taking a little fishing town in Acadia, which territory, you will remember, had come under English rule at the close of the last war. Next the French attacked Port Royal, or Annapolis, as the English had renamed it, but this time they were not successful.

These attacks so enraged the people of New England that they began to form no less a plan than an attempt to capture Louisburg itself. The rashness of this plan lay in two things, — the strength of the town, and the entire lack of trained soldiers to attack it. The town was only about thirty years old, but the French government had spent much time and money in fortifying it, until it was generally acknowledged to be the strongest fortress on the continent.

The plan originated in Massachusetts, and the people



A VIEW OF BOSTON, 1711.

(The year before Louisburg was taken.)

became wildly enthusiastic over it. No one seemed to consider a chance of failure. When Benjamin Franklin wrote from Philadelphia to his brother in Boston that "fortified towns are hard nuts to crack, and your teeth are not accustomed to it; but some seem to think that forts are as easily taken as snuff." I have no doubt his letter was greeted with laughter and shouts of derision. A writer of that day says of the expedition that "it had a lawyer for contriver, a merchant for general, and farmers, fishermen, and mechanics for soldiers."

Perhaps the strangest part of the whole story is that 1745 the expedition did succeed. The French soldiers in the fort were in poor condition, and their commander was a

man of little force of character: powder was scarce, and help expected from Canada did not arrive. So, somehow, in spite of their lack of discipline, and in spite of the clumsy old guns they carried, the New Englanders captured the city. There was great rejoicing in Boston when the news came. Bells rang, cannon were fired, and the shouts of the people filled the air. Louisburg, the French stronghold, was taken.

The succeeding years of the war show little but tales of "war parties" sent out by the French and opposed by the inhabitants of now this village, now that. No event of importance occurred until, in 1748, both England and France, ready to make peace, agreed to restore all conquests to their original owners. Great was the indignation in Boston when it was known that Louisburg was to be given back to the French. But such was the decision of the English government, and so it had to be.

### THINGS TO REMEMBER

1. The people of the English colonies and those of New France became rivals for the possession of the Ohio Valley.

2. The French wished the territory for trading purposes, and also as a means of communication with their new colony, Louisiana.

3. The English wished to trade with the Indians of the valley, and some of them wished to make use of the land for homes.

4. When war broke out between England and France, the colonists in America took up the quarrel.

5. Between 1689 and 1748 there were three wars between the two mother countries, each of which had its echo in the New World.

6. Each of these wars served to make more intense the hatred between Canadians and Englishmen.

## THINGS TO READ

1. "A Half Century of Conflict," by Francis Parkman, Vol. II, pp. 121-134.
2. "The Taking of Louisburg," by S. A. Drake.
3. "Grandfather's Chair," by Nathaniel Hawthorne, Part II, Chap. VII.
4. "The Children's History Book," pp. 118-137.
5. "Great-grandmother's Girls in New France," Champney (a story).

## THINGS TO DO

1. Find the exact meaning of *interior, patriotic, prejudice, sentinels, allies, defense, fortifying, discipline*.
2. Copy the map on p. 34, showing the places mentioned in the chapter.
3. Imagine that you were in Boston in 1745, a stranger in the town. Hearing an unusual ringing of bells, and seeing much joy and excitement among the people, you started out to find the cause. Write a letter to some friend, describing the scene, and telling what you discovered of its occasion.
4. Find out why the three wars described in the chapter were called King William's War, Queen Anne's War, and King George's War by the English colonists.
5. Learn 1689 as the date which marks the appearance of a common interest, a common foe, for the English colonists.

## FOR YOUR NOTEBOOK

PART II The struggle between England and France in the New World.

I. The early wars. (King William's, Queen Anne's, King George's.)

[Describe in a few words the kind of warfare.]

a. Causes — mother countries at war.

b. Results — [see Things to Remember, 6].

## VII

### RIVALS IN THE GREAT VALLEY

1748     It is not hard to see that the peace of 1748 could not last long in America. With the boundary between New France and the English colonies still unsettled, with both nations claiming the country west of the Alleghenies, with the French constantly stirring up the people of Acadia against their new rulers, war could not be long delayed. A commission had, it is true, been appointed to settle the boundary question, but after arguing the matter for three years they came to no decision. Meanwhile English traders from Pennsylvania and Virginia were making friends with the Indians in the Ohio Valley, and were drawing away much trade from the French. Not only this, but a number of Virginians had formed a company whose object was to colonize the valley. The French became alarmed.

The Canadian governor sent out in 1748 three hundred men to occupy the valley and to warn the English to leave the country. The next year the Ohio Company sent a trader who knew the country, to look over the land, and select a suitable place for its colony. Orders came to the Canadian governor from Paris that the English must

be "driven off." Duquesne, the French governor, sent another force of men to seize the valley, and to build forts enough to hold it for France. Two forts were built and garrisoned and the rest of the men sent back to Canada for the winter.

The English in their turn saw with alarm the move-



WASHINGTON'S RETURN FROM THE FRENCH FORT.

ments of the French. Governor Dinwiddie of Virginia, who was especially interested in the Ohio country, resolved to warn the French to withdraw. He wrote a letter to the 1753 commander of the French forces, and selected to take it to the French fort a young man whose name you all know, and whom we all love and honor for his later service to his country — George Washington.

It adds a special interest to the journey of this youth of twenty-one through the wilds of the Alleghany forests, to know that he would one day be hailed as the "father of his country." We are interested to see that, even in this small beginning of his career, he was as careful, as faithful, as in the greatest deeds of his later life.

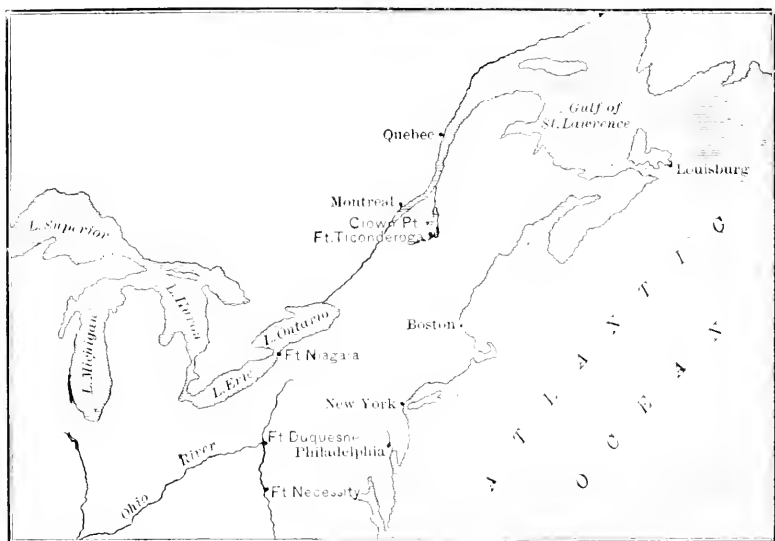
The French commander was very courteous to young Major Washington — the young man was an officer in the Virginia militia — and Governor Dinwiddie's letter was given polite attention, but that was all. The French had no intention of withdrawing, and so Washington reported when he returned from his perilous winter journey. Governor Dinwiddie was anxious to raise a force of men who should go at once to drive away the French. But the Virginia assembly was slow in granting money to carry out the governor's plan, and the neighboring colonies were not willing to give much assistance.

1754 A band of about three hundred of the Virginia militia was, however, ordered out. Half this regiment, under the command of young Major Washington, set out at once for the Ohio country, and it so happened that the first blow in the struggle now about to begin was struck at Washington's command.

A party of Virginia backwoodsmen had gone ahead to build a fort at the place where the city of Pittsburg now stands. When the work was well under way, a company of five hundred Frenchmen appeared, and the Virginians were forced to give up the position to them. The French then proceeded to build on the spot a much larger and

stronger fort, which they named for the French governor, Fort Duquesne.

It was not long after this that the first blood of the war was shed. Rumors were brought to Washington that a



TO ILLUSTRATE THE LAST FRENCH WAR.

party of Frenchmen was hiding in the woods not far from his camp. Fearing a surprise, Washington led a party of forty men to look for them. Sure enough, in a rocky hollow of the forest thirty-five men lay concealed. A fight followed, in which a few of the Frenchmen were killed and the rest captured. War had begun!

Returning to his camp, Washington set his men to work upon a rude sort of fort which he named Fort Necessity,

sending meanwhile for reënforcements to aid him when the French from Fort Duquesne should come, as no doubt they would do, to avenge the death of their comrades. The rest of the Virginia regiment soon came, and because of the death of their colonel, Washington became commander of the whole force. A few friendly Indians and a company from South Carolina also joined the party. But all together it was a small force to oppose the French and Indians who were even then on their way from Fort Duquesne.

The French reached Fort Necessity on the third of July, and a fight of nine hours followed. Parkman says in describing it, "Rain fell all day. . . . At times the fire on both sides was nearly quenched by the showers, and the bedrenched combatants could do little but gaze at each other through a gray veil of mist and rain. Towards night, however, the fusillade revived and became sharp again until dark." Ammunition was scarce on both sides, and the French proposed to stop the fight if Washington would surrender the fort and withdraw with his men, to which he agreed at midnight.

In the dim light of the early morning the English left the fort. It was a forlorn march, and the heart of the youthful commander was heavy with sorrow. It was the fourth of July, and if Washington could but have looked forward a few years to the "glorious fourth" of 1776, his courage might have been renewed. But he could not see what the future had in store for him and for his native land; his step was slow, his head bowed. It was his first defeat.

## THINGS TO REMEMBER

1. The last French war was not an echo of European troubles. It began in America.
2. It was caused by the rival claims to the Ohio Valley.
3. Both French and English sent men to occupy the valley.
4. These men came into conflict near where Pittsburg now stands, and there the first blood of the war was shed.
5. George Washington, then a major in the Virginia militia, was in command of the defeated Englishmen.

## THINGS TO READ

1. "Montcalm and Wolfe," by Francis Parkman, Vol. I, pp. 131-136.
2. "Stories of the Old Dominion," by J. E. Cooke, pp. 94-122.
3. "Old Times in the Colonies," by C. C. Coffin, pp. 363-373.
4. "George Washington," by Horace Scudder, pp. 7-79.
5. "George Washington," by E. E. Hale, pp. 1-58.

## THINGS TO DO

1. Find the exact meaning of *commission*, *garrisoned*, *career*, *avenge*, *fusillade*, *ammunition*, *surrender*.
2. Draw a map of North America. Color with crayon or water colors the territory claimed by the French; then in a contrasting color, show that claimed by the English. The part of the map where the two colors overlap will show the territory in dispute.
3. Think over or talk over in class the following question: Which nation, French or English, had the better claim to the Ohio valley? When you have formed your opinion, write it briefly with your reasons.
4. Discuss: Which nation, French or English, was likely to make the better use of the territory?

5. Write about Washington's journey to the French fort.

I. His errand.

II. The country through which he had to pass.

III. His companions — what kind of men were chosen.

IV. Some of their adventures.

[Do not write this until you have done some of the reading suggested in the "Things to Read."]

6. By consulting your geography, try to discover why the place where Pittsburg now stands was important to both French and English.

### FOR YOUR NOTEBOOK

II. The last French war.

*a.* Cause. [See "Things to Remember." Illustrate by the use of your map.]

*b.* Important events.

1. The building of Fort Duquesne — when, where, by whom built.

2. First bloodshed — when, where, which side won.

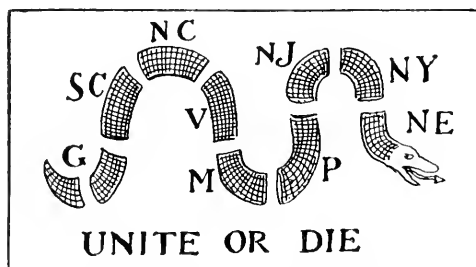
## VIII

### A GREAT DISASTER

It was unfortunate that in scarcely any of the English colonies was there harmony between the governor and the assembly. The constant quarrels between them made it almost impossible for the governors to obtain money. And money was now a necessity if the French were to be driven from the Ohio Valley. There is little wonder that some of the governors lost their patience, and advised the government in England to compel the colonists to raise money and troops.

Another thing, quite as important as money, and perhaps even harder to obtain, was united action by the various colonies. There was much jealousy and little good feeling between the different parts of the country. Each assembly was very much afraid of doing something to benefit some neighboring colony. Even in their treaties with the Indians it was "each for himself," and endless confusion resulted. All things considered, the French had some reason for their assertion that although it was evident that the English could raise two men to the French one, nevertheless the motions of the English were so slow and dilatory that they could not prevent any undertaking of the French.

1754 Not only the governors, but the home government in England urged the colonies to make a joint treaty with the Indians, and seven of the states finally agreed to do so. In 1754 New York, Pennsylvania, Maryland, and the colonies of New England sent delegates to a convention or congress at Albany, where the Iroquois tribesmen met them. After the question of a treaty had been considered, the delegates began to discuss the subject of more unity among the colonies.



FRANKLIN'S DEVICE OF THE DIVIDED SNAKE.

The wisest men had begun to see the truth of the advice contained in Benjamin Franklin's Philadelphia paper, which printed the motto, "Unite or Die," with the pic-

ture which you see here. The delegates even went so far as to draw up a plan for a united government for the colonies. But the "Albany Plan," as it is usually called, was scornfully rejected by the colonies, because it gave too much power to the king; and as scornfully by the king because it gave too much to the colonies. It is hardly probable that at this time any plan would have met with the approval of the colonies. Each colony was afraid that some of her neighbors would receive more power than she. Such a spirit could not fail to put an end to any idea of union.

And how did the mother countries regard all these events in the American forests? Were they ready to take up the quarrel of their colonists, and perhaps plunge all Europe again into war? We shall soon see. For a time they pretended not to see what was going on, and assured each other that they were most anxious to keep the peace. But even while these assurances were being exchanged, the English government was sending two regiments under General Braddock to America, while a French fleet of eighteen vessels, containing three thousand men, set out for Canada. These preparations looked little like peace.

When General Braddock reached America, with his two 1755 regiments, he became commander in chief of the English forces. Plans were made to retake Fort Duquesne, to capture Fort Niagara, to take Crown Point, and to drive the French from Lake Champlain. Every one of these attempts was a failure, and that against Fort Duquesne, led by Braddock himself, ended in a great disaster which plunged the whole country into gloom.

Braddock was a brave man, but he knew nothing of forest warfare, and was unwilling to take advice from those who did. The army set out in fine order, with the red coats of the British "regulars" making a fine showing against the background of forest green, while the blue uniforms of the Virginia troops showed that the colonists were to have a share in the coming battle. Braddock found much fault with the Virginians, and gave orders to one of his officers to try to "make them as much like soldiers as possible." Washington was with Braddock,

and he tells us that he and the general had "frequent disputes" in regard to the country and the people, in neither of which Braddock found much to admire.

The march through the forest was very slow, but all went well until the army was about eight miles from Fort Duquesne. Then suddenly a man appeared before them in the road, waving a hat as a signal to some one behind. The war whoop sounded, and the English found themselves almost in the midst of the enemy.

The British regulars at first sturdily faced the foe, and used their muskets well; but their bullets did more damage to the trees than to the enemy, who were fighting Indian fashion from the shelter of tree trunks, bushes, — anything that would serve as a moment's protection. The British soldiers were bewildered at this strange new kind of warfare, and soon all order was forgotten. The men broke their ranks and crowded close together, either forgetting to fire at all or firing blindly anywhere, even among their own comrades.

Only the Virginians, who had long ago learned the lesson of savage warfare, knew what to do. They broke their ranks, hid behind trees, and met the attack of the enemy in true backwoods fashion. But Braddock could not understand their action. He flew into a rage, and cursing what he believed to be their cowardice, ordered the Virginians back into line. The few regulars who had tried to follow the example of the colonial soldiers he beat with his sword, and so forced them back among the rest. The scarlet coats, glowing with color, were like targets for



FALL OF BRADDOCK.

the Indian marksmen, and as scores fell, the fear of the rest increased. "I cannot describe the horrors of that scene," wrote one of the officers a few weeks later. "No pen could do it. The yell of the Indians is fresh on my ear, and the terrific sound will haunt me until the hour of my dissolution."

The officers made the greatest efforts to arouse the men. A large number of the officers were killed. Braddock himself being mortally wounded, just as he had at last ordered the retreat. The soldiers made a wild rush backward through the forest. "When we endeavored to rally them," says Washington, "it was with as much success as if we had attempted to stop the wild bears of the mountains." The young colonel received no wound, though

two horses were shot under him, and four bullets had torn their way through his coat.

Braddock died four days after the battle, and the few remaining officers buried his body in the road over which the remainder of the army was to tramp in its continued retreat toward Philadelphia. The heavy tread of soldiers and horses soon removed every trace of the grave, leaving the body of the unfortunate general safe from Indian insult.

### THINGS TO REMEMBER

1. It was very difficult for the governors of the English colonies to obtain money from the assemblies.

2. The people of the various colonies were jealous of one another; they would not work together.

3. At the Albany Convention a plan of united government for the colonies was discussed. The plan met with no favor from colonies or the English government.

4. General Braddock was sent from England to take charge of the fighting against the French. He brought trained English soldiers with him.

5. General Braddock planned four expeditions against the French which were all failures.

6. Braddock himself was badly defeated not far from Fort Duquesne.

### THINGS TO READ

1. "Montealm and Wolfe," by Francis Parkman, Vol. I, pp. 213-221; 224-226.

2. "Stories of the Old Dominion," by J. E. Cooke, pp. 123-139.

3. "Old Times in the Colonies," by C. C. Coffin, pp. 380-388.

4. "George Washington," by Horace Scudder, pp. 80-94.

5. "George Washington," by E. E. Hale, pp. 59-85.

## THINGS TO DO

1. Find the meaning of *harmony, delegates, convention, congress, uniforms, dissolution, mortally, retreat, rally*.

2. Make a map (for your notebook) showing the places concerning which Braddock's plans were made.

3. Discuss in class the questions: What quality in General Braddock's character made his defeat almost certain? What qualities are necessary to make a successful general?

4. Imagine yourself to be one of the Virginia militiamen who accompanied Braddock. Write the story of the battle as you might have told it to your friends and neighbors on your return.

## FOR YOUR NOTEBOOK

b. Important events (*continued*).

3. General Braddock's coming to America.

a. His plans.

1.

2. [See page 55.

3. Illustrate by map.]

4.

b. His defeat. Why? His death.

c. Result — the English were much discouraged; the path across the mountains made by Braddock's soldiers served only as an easy road for the French and Indians in their raids on the English.

## IX

### ACADIAN EXILE AND EUROPEAN WAR

1755     IN only one of the plans for the year were the English successful; and the story of this success is even sadder than the story of their failures. We have already spoken of Acadia, and of the trouble the English had there in trying to make loyal English subjects of the people. The French did everything in their power to keep the Acadians discontented, and succeeded so well that the province was in a state of continual turmoil. For a long time the English governors of Acadia were patient, hoping that the people would see that the English wished to be their friends. But it was of no use. The Acadians were afraid of the English as heretics, and were constantly taught by their priests that if they took the oath of allegiance to the British king, their souls would be forever lost.

At last it was decided to send soldiers to Acadia; then, after trying once more to induce the people to take the oath, those who refused must be punished. The people were more obstinate than ever. It is thought that they believed a French fleet was coming to their rescue; be that as it may, they flatly refused to take the oath, and the punishment fell. Such a punishment! one that has

roused the sympathy of the world ever since that dreadful day. For it was decreed that the rebellious Acadians should be taken away from their pleasant homes and carried, shipload after shipload, to the colonies of the hated English — there to live, scattered among the feared and dreaded heretics, to begin life anew, with all their wealth of barn and storehouse left behind.

The simple-minded Acadians could not believe that the



AN ACADIAN FARM.

cruel sentence would be carried out, until the ships arrived and the people were forced to go on board. It was a sorrowful scene. Friends, neighbors, sometimes even members of the same family, were separated in the confusion. The shrill cries of children searching vainly for their parents mingled with the feeble complaints of the old and helpless, and with the harsh voices of the soldiers

urging all to haste; while the whole gloomy picture was lighted up by the lurid glow of flame — for the unhappy peasants were forced to watch their homes fall in heaps



EMBARKATION OF THE ACADIANS.

of ashes, to show them how useless it would be for them to attempt to return and begin the old life again.

At last it was all over, and the ships left the harbor. All was silent and forlorn. Here and there gray pillars of smoke arose, marking the site of once happy homes. Here and there a laggard face peered out from the edge

of the forest, to see if all was quiet, and to gaze upon the desolation of the scene. For, in spite of the care of the English soldiers, some few of the Acadians had escaped to the woods.

More than six thousand were carried away, and were landed in the various English colonies from Maine to Georgia. Their lot was a hard one, for they were homesick and unhappy, besides being unwelcome in their new homes. The whole affair was indeed the saddest of successes.

In May, 1756, after almost two years of actual fighting 1756  
in the New World, England declared war upon France; and we shall now see how the struggle in the woods of America became a great European war, in which almost every nation on the continent had a part. France, Austria, Russia, Sweden, and parts of Germany, all joined forces to fight against England and Prussia. There were many quarrels and many jealousies which led to this arraying of all Europe on one side or the other, and we need not ask what they all were. It is enough to know that England with her one ally, Frederick of Prussia, was to face the armies of the rest of Europe.

Nor need we follow the course of the war, except in North America. We must notice, however, the difference which the new and greater struggle made in the attitude of the French government toward the war in America. From now on the great strength of the French army was kept in Europe, and little aid was given to Canada. A

new commander, the Marquis de Montcalm, was sent from France, and when he reached the scene of war, was left to shift for himself. Nevertheless, the years 1756 and 1757 were years of victory for the French and of almost total failure for the English.

One reason for this is to be found in the never ending quarrels between governors and assemblies, and the jealousy of the colonies toward one another. But another and perhaps a greater reason lay in the utter uselessness of the English commanders. One after another they came and failed and were withdrawn. So little did the English armies accomplish that it is said that the end of 1757 saw not a single village or hamlet of English-speaking people in the Ohio Valley or the basin of the St. Lawrence.

#### THINGS TO REMEMBER

1. The Acadians had never been contented under their new rulers.
2. There was so much trouble with them that the English determined to put a stop to it.
3. Soldiers were sent to Acadia. Under their direction the people were put on board ship, and carried away from their homes to the English colonies.
4. After two years of fighting in America, war was at last declared by England against France.
5. This brought about a great European war, of which the American struggle became only a part.
6. During the next two years the French continued to be victorious. The English generals were not skillful enough to withstand Montcalm.

## THINGS TO READ

1. "Montcalm and Wolfe," by Francis Parkman, Vol. I, pp. 234-284.
2. "Old Times in the Colonies," by C. C. Coffin, pp. 374-380.
3. "Grandfather's Chair," by Nathaniel Hawthorne, Part II, Chap. VIII.
4. "Evangeline," by H. W. Longfellow.
5. "Stories of New France," by Machar and Marquis, pp. 264-283.

## THINGS TO DO

1. Find the meaning of *loyal, subjects, heretics, oath of allegiance, decreed, lurid, peasants, haggard, peered, hamlet*.
2. Draw a map (for your notebook) showing the location of Acadia.
3. Draw a map of Europe (for your notebook) showing in contrasting colors the allies of France and those of England.
4. Discuss in class the question: Were the English cruel and unjust in their punishment of the Acadians, or did the Acadians deserve the treatment they received?
5. Write about the removal of the Acadians.
  - I. The people of Acadia — their homes.
  - II. How the province came under English rule — the feeling of the people toward the English.
  - III. The part taken in the trouble by the French officers of state and church in Canada.
  - IV. The punishment of the Acadians.

## FOR YOUR NOTEBOOK

- b. Important events (*continued*).
  4. The removal of the Acadians — why — what became of them
  5. The war becomes a European conflict — parties on either side.

# X

## WITH WOLFE AT QUEBEC

1758 WITH the new year — 1758 — there came a great change in the management of the war. In England, William Pitt,



WILLIAM PITT.  
(From an old print.)

a man of wonderful ability, had become prime minister, and nowhere is his ability shown more than in the American war. More soldiers, under carefully selected officers, were sent over, and the tide of events began to turn. In July, 1758, Louisburg was again taken from the French, and in November Fort Duquesne fell into English hands. A new name — Fort Pitt — was given to the place, in honor

of the great English statesman who was making possible English success in the Ohio Valley.

In July of the next year Fort Niagara was taken, and

at almost the same time Ticonderoga. The Ohio country was surely to be English. And now not only the Ohio country, but Canada—Quebec itself, the center and the stronghold of the French—was to be attacked. We remember what Franklin said about fortified towns being hard nuts to crack, and we almost wonder that the English tried to take this one, doubly fortified as it was by its position on a high bluff overlooking the river, and by a strong citadel guarded by the best of the French soldiers, under the leadership of the commander in chief, Montcalm.



1759

GENERAL WOLFE.

But they did try it, and in the spring of 1759 nine thousand men were placed on shipboard to sail up the St. Lawrence to Quebec. Their leader was General Wolfe, a young man only a little more than thirty years old. Very young, you are thinking, perhaps, for such a difficult task as the taking of Quebec. Yes, he was young, but he had already proved himself a gallant soldier. He was one of the group of officers appointed by William Pitt, and well did his selection show the wisdom of that great man.

In the latter part of June the English vessels came to anchor in the river four miles below Quebec. Tents were pitched on an island in the stream, and the soldiers busied themselves about the usual duties of the camp. In a day

or two everything was ready for a first attack, and the English cannon began to boom forth a summons to the French to give up Quebec. The Lower Town — that is, the part of the town at the foot of the bluff — was soon in ruins, and even the Upper Town, about the citadel, was made to suffer from English shells. But the citadel — the strong old fortress — showed no sign of giving up.

Early in July Wolfe moved his camp to the mainland, and a few weeks later a severe battle was fought not far from the camp. The English were driven back, and seemed farther than ever from capturing Quebec. Wolfe was ready to make another attack, but his officers persuaded him not to try it. He was suffering from a fever, and for days was not able to leave his tent. But his active brain never stopped working on the problem before him.

It was resolved to move the camp to a place on the river, above the city, and to try there to find some way up the steep cliff, thus gaining the plains behind the town. The bank of the river was searched for such a pathway, and at last it was believed it had been found. Careful preparations were made. On a dark night in September the men were silently rowed in small boats to the place selected, and were still more silently led up the narrow, dangerous path. There were French guards at the top, but they were easily overpowered. And when the dawn broke over the citadel, the pale light of morning fell on the red-coated English soldiers, drawn up in battle line on the plains outside the town.

There was great excitement in the fortress when the news was told. Montcalm hastened to make ready for battle. His soldiers were poorly equipped — indeed, because of the jealousy of the Canadian governor, it had been almost impossible for Montcalm to obtain supplies. But he had done all he could, and he entered the battle with a brave heart.

It proved impossible, however, to drive the English back. Wolfe led the charge, and his men carried everything before them. The French broke into confusion. Montcalm did his best to stop their flight and received a mortal wound. Wolfe too was struck, and again, and yet again! Both of these valiant commanders were to die — the one victorious, “happy,” as he said when dying, because he could know that the French were “flying everywhere”; the other sad, though he had done his duty nobly, and thanking God that he should “not live to see the surrender of Quebec.”

Five days after the battle the English soldiers entered the town and placed their garrison in the fortress. Wolfe’s victory was the greatest achievement of the war. With Quebec lost, it could not be long before all of Canada would fall into British hands. And so it proved. About a year after the fall of Quebec, Montreal surrendered, and New France had become only a name.

All through the long struggle which was to decide the fate of the French in America, their Indian allies had looked on anxiously. Now that the end had come, they found it hard to believe that their friends were really con-

1763 quered. Pontiac, chief of the Ottawas, resolved to strike one more blow for the French and at the same time to rid the country of the hated English. Where the English came the red man was driven out, but French and Indians could live in peace and harmony. Pontiac's conspiracy was well planned, but it ended after all in failure, and the English were left in undisputed possession of the land they had conquered.

Meanwhile the struggle in Europe showed no sign of coming to an end. Indeed, England had a new foe, — Spain, who joined her enemies in 1762. The genius of Pitt had been, however, shown in the Old World as well as in the New; in 1757 the English had gained a great victory in the far-off land of India, where they and the French had been fighting for the mastery. And now the English fleets captured the French West India islands, and Havana, the Spanish stronghold in Cuba. It began to seem best to the French to make peace before they lost anything more. It was hard for them to face the fact that the empire of which they had dreamed was not to be theirs, and harder still to think of their territory as adding to the power and glory of their hated rivals, the English. There was, however, little hope of getting it back even if they kept on fighting. A treaty was signed in 1763, and the war — called the Seven Years' War in Europe, the French and Indian War in America — was over. In the long struggle for the continent of America England had won at last.

[illegible]



## THE TREATY

FRANCE	ENGLAND	SPAIN
<i>Gave</i> to <i>England</i> all territory east of the Mississippi, except New Orleans. to <i>Spain</i> all the province of Louisiana not given to England.	<i>Gave</i> to <i>Spain</i> Havana.	<i>Gave</i> to <i>England</i> Florida.
<i>Retained</i> West India islands and two small islands in the Gulf of St. Lawrence.	<i>Retained</i> all former possessions.	<i>Retained</i> all former possessions in America except Florida.
<i>Received</i> nothing.	<i>Received</i> all the territory east of the Mississippi except New Orleans, and Florida.	<i>Received</i> Louisiana west of the Mississippi, and New Orleans.

## THINGS TO REMEMBER

1. Under the management of William Pitt, who became the English prime minister, the American war was more skillfully conducted.
2. During 1758 there were several important English victories. Much of the Ohio Valley was reclaimed for England.
3. The war was carried into Canadian territory. Quebec was besieged and taken by General Wolfe. This victory really decided the war in favor of the English.
4. England gained some important victories in the European war. The French became willing to make peace.
5. By the treaty France lost all her possessions on the continent of America. England gained the Ohio country, Canada, and Florida.

## THINGS TO READ

1. "American Leaders and Heroes," by W. F. Gordy, pp. 136-144.
2. "The Taking of Louisburg," by S. A. Drake, pp. 33-36.
3. "Old Times in the Colonies," by C. C. Coffin, pp. 437-453.
4. "Speech of Pontiac," in the Old South Leaflets.
5. "With Wolfe in Canada," by G. A. Henty (a story).
6. "Stories of New France," by Machar and Marquis, pp. 284-304.

## THINGS TO DO

1. Find the meaning of *citadel*, *achievement*, *conspiracy*.
2. Find out what you can of the Quebec of to-day. If possible, obtain some pictures of the city.
3. Make a map for your notebook showing the territory held in America by France, Spain, and England, at the close of the war.
4. Talk over in class some of the reasons for the final failure of the French.
5. Write an account of the taking of Quebec.
  - I. Location of the town, its fortifications, difficulties to be overcome in capturing it.
  - II. The English expedition, its commander.
  - III. How the town was finally taken.

[Your composition may be illustrated by a copy of Benjamin West's picture of the death of Wolfe.]

## FOR YOUR NOTEBOOK

- b. Important events (*continued*).
  6. English successes.
 

[Place here the names of the places in the Ohio country captured by the English during 1758 and 1759.]
  7. Capture of Quebec.
 

English general — French general — result of capture.
- c. Peace.
 

The treaty. [Fill out as on p. 73, and illustrate by map.]

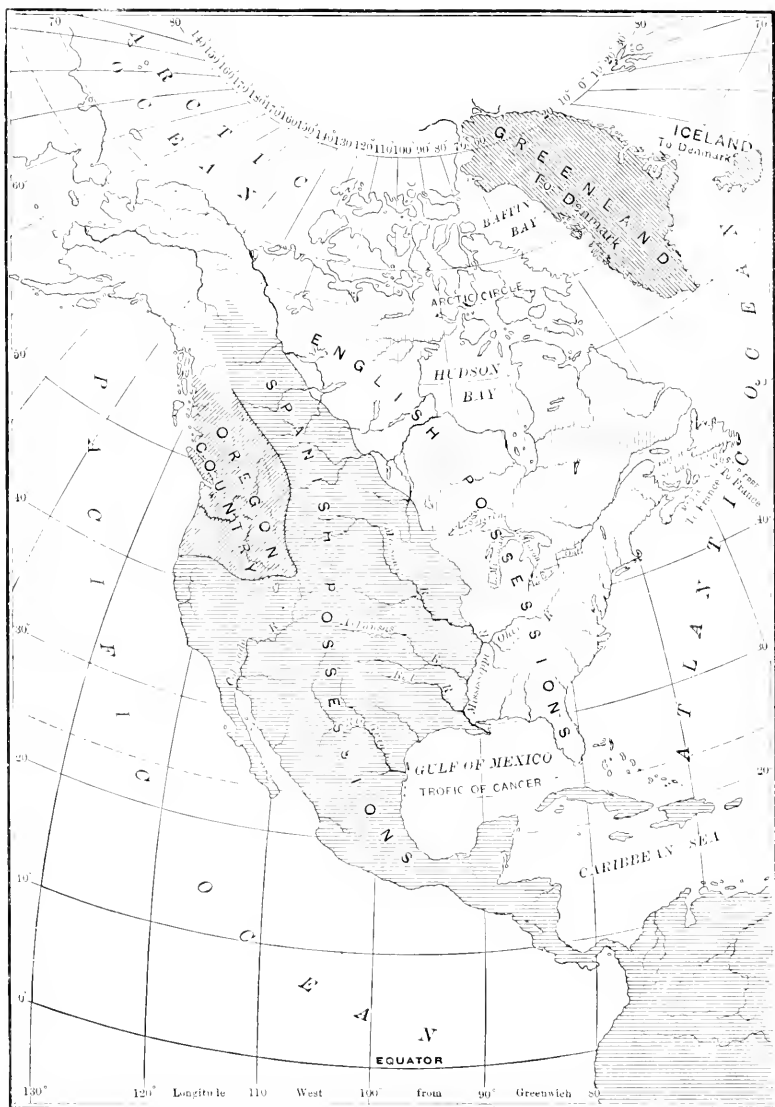
## XI

### LOOKING BEYOND THE TREATY

No great war can come to an end without leaving <sup>1763</sup> behind it more and greater results than can be seen in the treaty which marks its close. So we must look for the results of the war whose story we have just laid aside.

Looking upon the map which shows the American possessions of France, England, and Spain in 1763, it is easy for us to see that the days of French power in the New World are at an end. With her vast territory divided between her friend Spain and her enemy England, France must seek a new field for colonization, and will trouble North America no more.

Spain and England, then, are left to share the continent. Shall we compare them for a moment? Spain, never having recovered her old power in Europe since the day of the "Invincible Armada," was at this time a rival little to be feared. You will remember that the Spanish settlements in what is now the United States were few and feeble. The gradual decline of Spanish power made them still feebler. By exchanging Havana for Florida at the close of the war, England secured peace and security for her southern colonies, and made the whole Atlantic coast her own.



AMERICA AT THE CLOSE OF THE LAST FRENCH WAR.

In proportion as Spain had grown weaker during the last century, England had been growing stronger; and there was little doubt that she was the most powerful nation in the world. This fact could not but establish one of equal importance — it was to be the English language, English customs, English laws, and English people, with all their sturdy, freedom-loving traits, that were to flourish in this western world. It was the colonies that could make their own laws that were to thrive. It was these colonies that were to govern and control the continent of North America. And now that the enemies of the English colonies had been removed, we shall see how rapidly the love of self-government asserted itself.

The war time had been a time of great growth for all the colonies. Never before had the colonists taken part in affairs of such real importance. Never before had they fought with bodies of men large enough to be called armies. Never before had the assemblies voted on such important questions, or levied and collected such heavy taxes. And never before had they dared so obstinately to oppose the will of their royal governors, and thus indirectly the will of the king. They were growing stronger and bolder — they dared to think and to speak their thoughts.

These then were the people who were to enter on the next great conflict — for the shadow of a new war was already hanging over America, a war that was to make Americans of the colonists, and a new nation in the New World.

## THINGS TO REMEMBER

1. The disappearance of French power in America left the continent to England and Spain.
2. Spain was now a rival little to be feared. England was at this time the most powerful nation in the world.
3. The people of the English colonies had been occupied upon larger affairs during this war than ever before.
4. They grew stronger and more self-reliant because of this.

## THINGS TO DO

1. Find the meaning of *levied*.
2. Discuss the questions: Why was the victory of the English important to the world? Why was their victory important to the English colonists?
3. Learn the dates of the last French war — 1754-1763.
4. Find out all that you can about Francis Parkman, the historian who has given us the best accounts of the French in North America. In looking up facts about him, find out if possible when and where he lived — whether he is still alive or not — whether his works are numerous — whether the writings we are interested in are among the greatest of his works.
5. Try to get a picture of Parkman for your notebook.

## FOR YOUR NOTEBOOK

- II. The last French war (*continued*).
  - d. Why the victory of the English was important to the world.
  - e. Why it was important to the English colonists.[Write under these two topics the opinion you have formed from your class discussion of these questions.]
- III. The historian of France in the New World.  
[His name — picture — nationality — list of his works.]

## XII

### THE SHADOW OF WAR

HAD it not been for the presence of a powerful and dangerous enemy close at hand, an enemy whose movements had kept both the colonists and the home government busy, it seems likely that trouble between the English colonies and the mother country might have come sooner than it did. We have already seen how jealous of their rights the colonial assemblies were, and the colonists as a whole upheld the assemblies. The constant quarrels with the royal governors were, of course, reported by the governors to the Lords of Trade — the men in whose hands the government of the colonies had been placed by Parliament. So many and so loud were the complaints of the governors to the Lords of Trade, that it is little wonder they came to regard the Americans as a quarrelsome people, and in need of the strongest and sternest of governments. The colonists, on the other hand, felt that they had grievances which quite justified all their protests.

There were the Navigation Acts, for instance. Even as far back as 1645 the home government had begun to control American commerce, and again and again had added to the laws on this subject. By these laws (1) all colonial

trade was to be carried on in ships built or owned in England, or in the colonies themselves. That is, the colonists were not to allow the cargo of a Spanish, a French, or a Dutch ship to be brought to America to be sold, nor to sell goods to the owners of such a ship to be carried to Europe:

(2) A long list of colonial products was made; these products the colonists were forbidden to send to any except English ports; that is, no tobacco or sugar could be sent to Holland or France, no matter how large a quantity the colonists had to sell, or how good prices they might be offered in those countries. Sometimes it happened, when the crop of tobacco was large, that the planters would have more to sell than the English merchants cared to buy. If so, they could not sell it at all — so ran the law. This seemed, and no doubt was, a great hardship to the people.

(3) All European goods must be bought in England; indeed, even colonial goods sent from one colony to another must, if they were goods which might have been bought in England, be taken to that country first, and then brought back to the colony for which they were intended; or, if this was not done, a duty must be paid to the home government on the goods.

(4) The colonists were forbidden to import sugar and molasses from any place except the British West Indies, without paying a tax upon them. This, of course, cut off much of the colonial trade with the colonies of France and Spain in the West Indies, and the colonists protested loudly.

Many of the merchants and shipowners of America — especially in New England — broke these laws over and over again. Goods from Holland were often cheaper, and sometimes better, than those from England, and the thrifty New Englanders always wanted to get their money's worth. So smuggling became common, and it was often quite impossible to find out where it was going on.

Even before the French war came to an end, an attempt 1761 was made by the government to enforce the Navigation Acts. Customhouse officers in Massachusetts asked for, and received, papers giving them permission to search houses for smuggled goods. These papers were called "Writs of Assistance." The people were very indignant at the thought of the customhouse officers having the right to enter any one's house whenever they liked, and to look over his private belongings, just because they thought there *might* be smuggled goods there. James Otis, a young lawyer of Boston, made a speech about it, in which he said many bold things. But the writs were issued nevertheless.

After the end of the French war a new cause for disagreement came up. It was decided in Parliament to send a force of ten thousand soldiers to America, and to keep them there in case of attack by England's enemies in some later war; for nearly every one believed that France and Spain would some day try to get back the territory they had lost in America. The colonists were not pleased with this plan to provide for their future defense. They did not want these troops in the country. Many Americans

felt sure that the soldiers would some day be used to take away American liberties. And when they were informed that a small tax was to be laid by Parliament upon the colonies, to help support these soldiers whom they did not want, they were more angry than ever. Parliament had never before taxed the colonies; whenever money had been required from them, the colonial assemblies had taken charge of the matter.

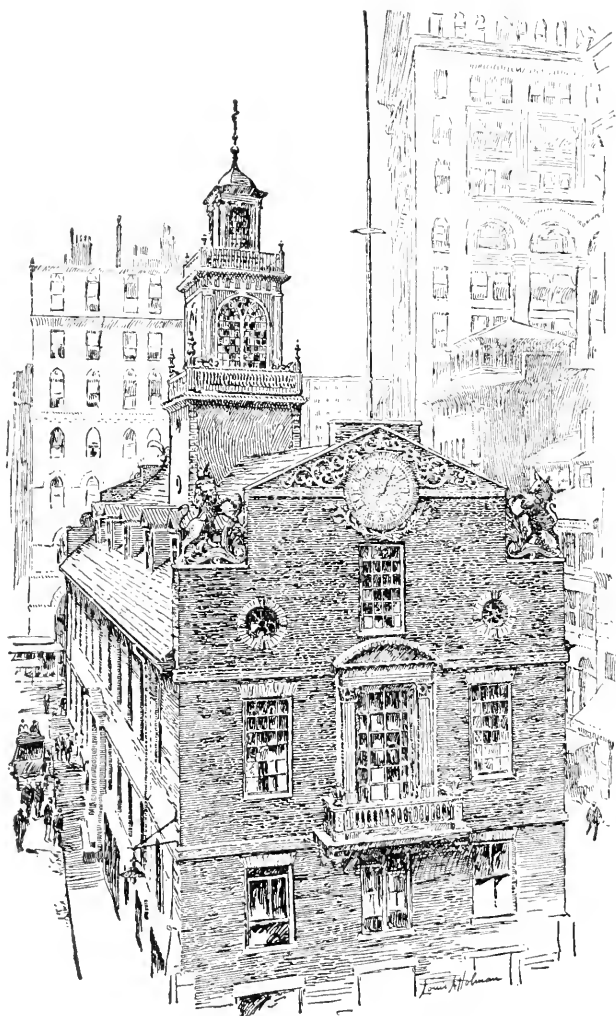
The tax, the colonists were told, would take the form of a stamp duty. That is, all papers such as deeds, mortgages, marriage certificates, bills of sale, — even almanacs and newspapers, — must have a stamp placed on them or be written or printed on stamped paper made in England. The money received by the officers who were to sell the stamps and the stamped paper would be used for the support of the soldiers who were to be sent over. This law was passed by Parliament in 1765. It was known as the Stamp Act.

Immediately great excitement was aroused in the colonies. "What right," said the colonists, "has Parliament to tax us? We have no members in Parliament. Let our own assemblies, to which we send representatives, lay our taxes. If we must give money to support these soldiers, let Parliament ask our assemblies for a grant. We will do our part. But taxation without representation is not just!"

There were men in England who believed that the colonists were right; and some of these men were members of Parliament, and voted against the Stamp Act. One of these men called the Americans who believed the

law to be unjust "Sons of Liberty," and the name soon became popular in America. Secret societies were organized under this name to uphold colonial rights; we shall hear of them by and by. There were, on the other hand, many people in America who thought that the colonists had no right to protest against the action of Parliament, but should accept quietly the laws that were made for them. But these people were not so numerous as those who took the other side of the question.

It soon became clear that the stamp tax could not be so "easily and quietly raised" as had been supposed by its advocates. Indeed anything less quiet than the behavior of the colonists can scarcely be imagined. While the assemblies of the various colonies were passing solemn protests against the act, and were appointing delegates to a convention or congress which should consider what was best to be done, the people of the whole country were reaching the point of taking the law into their own hands. Riots occurred in Boston and New York, images of the officers appointed to sell the stamps were burned, and other acts of violence were committed. In some places the stamps sent over from England were seized and burned or thrown into the sea. In one of the Boston riots the house of Chief Justice Hutchinson, who was believed by the people to have favored the act, was broken open, and his valuables scattered in the street. This shows what mistakes rioters often make, for it is now known that Hutchinson had done all he could to prevent the passage of the law.



OLD STATEHOUSE IN BOSTON.

(As it looks to-day.)

In addition to all these things the Sons of Liberty suggested that Americans should stop buying British goods. The idea met with favor everywhere. It became a sort of "fashion" to wear homespun garments, and many merchants agreed to import no more goods from England.

The "Stamp Act Congress" met in New York in October. Almost all of the colonies were represented, and in most cases by their ablest men. The feeling in favor of united action by the colonies had grown since the days of the Albany Convention in 1754. "There ought to be no New England man, no New Yorker, known on the continent: but all of us Americans," said one of the delegates. A "Declaration of Rights" was drawn up to be sent to the home government, and the Congress adjourned, after resolving that all the colonies must stand by one another whatever misfortunes might come.

It began to be seen in Parliament that their "quiet little stamp duty" was raising a tempest about their ears. Many of the members wished to repeal the act, and the question was fiercely debated. At last it was voted to 1766 repeal it, and great was the joy in America when the news came. It is said that the people of London, many of whom sympathized with the colonists, were rejoiced at the victory of their kinsmen over the sea. William Pitt, who was strongly in favor of the American ideas in regard to "taxation without representation," was loudly cheered as he passed along the streets.

The quarrel was over, it seemed, and the colonists ready to forgive and forget. And so passed the first shadow of war.

## THINGS TO REMEMBER

1. The people of the English colonies had some grievances against the home government.

2. Chief among these were the Navigation Acts. These interfered seriously with American commerce.

3. To evade these laws, smuggling became common among the colonists. During the French war, the government tried to stop this by issuing Writs of Assistancy to customhouse officers. The people were very indignant.

4. After the war ended the home government decided to keep ten thousand soldiers in America. The colonists were strongly opposed to this.

5. To help support these soldiers, Parliament planned to tax the colonists. A Stamp Act was passed in 1765.

6. The colonists protested loudly against the Stamp Act. There were riots in some places because of it.

7. Parliament repealed the act the next year, though still asserting its right to tax the colonies.

8. It was "taxation without representation" to which the colonists objected.

9. The Stamp Act did much to increase the sentiment of union and united action in the colonies.

10. No single colony was strong enough to successfully oppose the English government, but together they might accomplish something.

## THINGS TO READ

1. "The War of Independence," by John Fiske, pp. 1-58.

2. "A Short History of the Revolution," by Tomlinson, pp. 1-21.

3. "True Story of the United States," by E. S. Brooks, pp. 84-88.

4. "Grandfather's Chair," by Nathaniel Hawthorne, Part III, Chaps. II and III.

5. "Stories of the Old Bay State," by E. S. Brooks, pp. 109-117.

## THINGS TO DO

1. Find the meaning of *navigation, duty, import, smuggling, debt, mortgage, advocates, riots, violence, declaration, repeal*.
2. There are many questions concerning this chapter which it will be well for you to discuss in class. Below are some of them : —
  - I. Are people justified in breaking laws they consider unjust, as the colonists did in smuggling goods ?
  - II. What are the dangers of riots ? Have they advantages ? Do they ever occur now ?
  - III. Why did the colonists oppose the Stamp Act any more than we opposed the action of Congress a few years ago when stamps were used to pay the expenses of the Spanish War ?
3. Write about the Stamp Act.
  - I. By whom it was passed — what it required of the colonists — for what purpose it was designed to raise money.
  - II. Why the colonists opposed it — how they showed their disapproval.
  - III. The action then taken by Parliament.
4. Prepare yourself to write a clear answer to the question :  
What is meant by “taxation without representation” ?

## FOR YOUR NOTEBOOK

## Part III. The Struggle for Independence.

- I. Cause.  
[Write here what you understand to be the cause.]
- II. Events which led to the war.  
[There are three of these events mentioned in this chapter. Write these under this heading, leaving room for the rest as we come to them.]

## XIII

### A KING WHO WISHED TO BE A REAL KING

THE good feeling produced in America and among America's friends in England by the repeal of the Stamp Act did not last long. Even though this attempt to tax the colonies had proved a failure, a majority of the members of Parliament believed that some plan might be devised which would accomplish the desired result. Few of them understood that the question in American minds was anything more than one of money.

A few far-seeing men like Pitt and Burke and Barre could see that it was the familiar English principle of self-government that the colonists had struggled for; and they were ready to warn Parliament to let the whole question alone. But Parliament would not be advised. Many of the members believed that something must be done to show the colonists that Parliament had the right to tax them or to rule them in any and every way, if it chose to do so. So they went blindly on into one of those blunders that some one has said "are worse than crimes."

1767 In June, 1767, a new taxation act was passed. It was founded upon a belief that a duty upon imports would be paid by the colonists without resistance, even though they

had objected so strongly to a direct tax. Duties were placed by the new law upon glass, painter's colors, and other materials, upon paper and tea.

Once more there was great excitement in America, but this time there were no riots. The trouble was evidently too deep to be reached by "mob law." There were, no doubt, heated arguments among the colonists as they met on the streets, in the taverns, or about their daily work; for we must remember that there were people in the colonies who believed that Parliament was right, and who had no thought of resistance or protest against its laws.

In England the two great political parties were the Whigs and the Tories: and in America there were, of course, Whigs and Tories too. The colonists had always been fond of political discussions, and they all had their opinions as to events in England. Now that the questions coming up in Parliament affected so closely the people of America, party feeling became stronger. To be a Tory, that is, to believe that Parliament was right and his fellow Americans wrong, made a man's Whig neighbors and friends feel that he had not a proper love for his native land, America. And yet many of the American Tories had no thought of being false to their native land. They were honest in their belief that Parliament was right, and they could not see how their countrymen could think of opposing the king and Parliament, their rightful rulers.

There was, however, plenty of opposition, although it was of a less violent kind than when the Stamp Act was passed. The assemblies as before drew up protests against

the law, while the people at large resolved once more to stop buying British goods. Some money was paid in duties to the custom officers, but the amount was so small and the cost of collecting it was so great that like the Stamp Act the plan had to be given up.

“But it will never do,” said the blunderers, “to give it up entirely. We shall be admitting that we are wrong if  
1770 we do.” So while they promised to repeal the rest of the act, the tax on tea was kept just to show that Parliament still maintained its right to levy taxes if it chose.

The king of England at this time was George III. Since the time of Charles I, the king who had been beheaded, and of James II, whom the people drove from the land, there had been no king who wished so strongly to really rule the country himself as did George III. But that was not so easy now for a king to do as it had been in earlier times. By laws made in 1688, when the throne was taken from James II, and given to William and Mary, so much power had been given to Parliament that the king could no longer rule as he liked. During the last two reigns before that of George III, the king had had very little actual power, and the country was really ruled by Parliament, and especially by the members of Parliament who formed the cabinet, with the “prime minister” at its head. And Parliament at this time was in the hands of the Whig party, whose leaders were thus the real rulers of the land.

When George III became king, he determined to be a real ruler. It is said that all through his childhood his

mother had said to him, "George, be king"; and surely he had learned the lesson well. But how should he really rule? He could not dissolve the Parliament, and rule without it, as Charles I had done. He must get his power through the members of Parliament and the cabinet officers. So he set to work to make friends among them.

Whom do you think he chose for his friends? The wisest and best men of England? No, for if they were wise they would not be willing to be led by the king, but would wish to be leaders themselves. So the "king's friends," as they came to be known, were usually the weaker men, who would do just as the king wished, or even bad men, who cared nothing for right and wrong, but wanted to be in favor with the king.

It was one of the "king's friends" who proposed the tax on tea, glass, and the other articles; and the king was perhaps the loudest of any in saying that the colonists must be made to see that Parliament could rule them in any and every way.

There was one reason why the king and his followers were anxious to have this question of taxation and representation in the colonies settled. If it were once decided that Parliament could make laws for people who had no representatives in Parliament, it might also settle a troublesome question at home. For there were in England itself many thousands of people who elected no representatives to Parliament. No change had been made in the assignment of members for two centuries, and in that time many new towns — large towns, some of them, such as Leeds and

Birmingham and Manchester—had sprung up, and had no members in Parliament at all.

On the other hand, some members in Parliament represented old towns which had dwindled away until there were no voters left to elect a representative. If a man wanted to become a member for one of these “rotten boroughs” as they were called, he could not be really elected, and usually bought the seat from the men who owned the land. Thus the British Parliament no longer truly represented the people, and many men in England were talking of the need of reform.

For many reasons King George wanted no reform. He preferred Parliament as it was, with many of his “friends” among the members, who would vote Yes or No on any question as he wished them to do. So we find the king always against the colonists on the question of “taxation without representation.” From this time on it is the king and his friends in Parliament who are really responsible for the coming of war.

### THINGS TO REMEMBER

1. Parliament passed a new taxation act the year after the repeal of the Stamp Act.
2. This act placed a duty on all tea, paper, glass, and some other articles imported into America.
3. There was much opposition in America to this law.
4. Parliament removed the tax from all the articles except tea.
5. The English king at this time was George III. He wanted more power than English kings had had since James II was driven from the throne.

6. The question of "taxation without representation," which was causing so much trouble in America, seemed likely to cause trouble in England also. There were many towns in England which were not represented in Parliament.

7. The king and his friends in the Tory party did not wish these towns to have representatives.

8. For this reason they opposed the Americans in their struggle for liberty. If the Americans were subdued, it might settle the question in England also.

### THINGS TO DO

1. Find the meaning of *majority*, *mob law*, *political*, *cabinet*, *assignment*.

2. Discuss the question: What harm can it do for a government to admit that it is wrong, and to take back its acts?

3. Prepare a portfolio to contain pictures illustrating the Revolution. A light-weight mounting paper — gray or black — is best for the purpose. The black paper which tailors use answers very well, and is not expensive. Cut sheets 7 by 10 inches. Punch holes in one of the short sides through which a cord may be tied. Use the outer sheet as a cover, lettering some appropriate title upon it. Do it all neatly, so that when the year's work is over you will be glad to keep the portfolio of pictures as a memento of your study, and of the struggle of our forefathers for freedom.

### FOR YOUR NOTEBOOK

[Add to the list of events which you began in connection with the last chapter. There is but one event mentioned in this chapter which belongs on the list.]

## XIV

### REDCOATS IN BOSTON



BRITISH  
SOLDIER.

It was not long before another grievance had arisen. The members of Parliament were becoming as determined to have their own way as were the colonists, and they showed this determination in several disagreeable ways. Chief among these was the sending of two regiments of soldiers to Boston in the autumn of 1768. The king and Parliament regarded Massachusetts as more rebellious than the other colonies, so the soldiers were sent to Boston.

The people of the town were ordered to find quarters for the troops. The town officers offered the old barracks at Castle William to the commander of the soldiers, but he refused to send the soldiers there.

1768 His orders were to quarter them in the town, and not at Castle William on an island in the harbor. "But," said the town officers, "there is a law which states that Castle William must be occupied before any soldiers can be quartered in the town."



FANEUIL HALL.

(Still standing in Boston and known as the "Cradle of Liberty.")

It was a cool autumn night. Must the soldiers sleep out of doors? The town officers were firm, though they did finally consent to the use of Faneuil Hall by the soldiers that one night. The next day the commander tried again, but it was of no use. General Gage, who was commander in chief of the English forces in America, was sent for from New York, but still the town officers pointed to the law. At last tents were pitched on the Common, and the soldiers had to content themselves with camp life out of doors. When the weather became too cold, buildings were hired for them at the king's expense. Thus the people gained at least a partial victory.

How those soldiers did hate the people of Boston! And how the people hated the soldiers! The soldiers would swagger along the streets when they were off duty, crowding against the passers-by as though the town belonged to them. On quiet Sundays they would shock the people with their noisy drunken songs and laughter. The men of the town — the rougher class, which exists in every town — would stand about and make insulting remarks concerning the soldiers, who could not help but hear. The boys — it would be easier perhaps to tell what the boys did not do to worry and torment the “lobster backs” as they called them. And there was no lack of “paying back” on the part of the soldiers.

Trouble was sure to come, and come it did, when the soldiers had been a year and a half in the town. Quarrels between soldiers and citizens were growing common. One night a party of British officers met James Otis, the brilliant young Boston lawyer, in a coffeehouse; a quarrel followed, in which Otis was so severely beaten that he never recovered from the effects; in fact, as a result he afterward lost his mind. In the spring of 1770, there were several street quarrels over trilles, or perhaps over nothing at all. There began to be much excitement in the town.

1770 On an evening early in March a large crowd gathered near the soldiers' quarters. There was much loud talk by both soldiers and citizens, and soon snowballs and sticks were flying. But the soldiers were ordered into the barracks, and the crowd began to break up. Some went to torment the sentinel, who was pacing back and forth in the

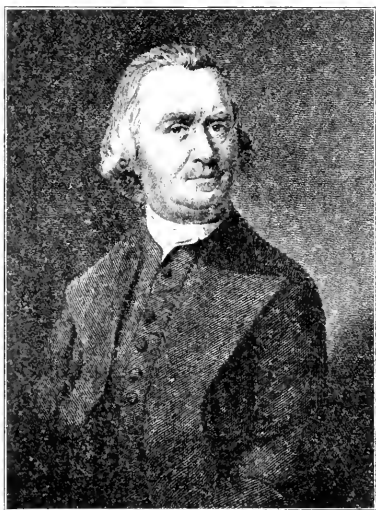
snow-covered street. Some one rang the bell of a neighboring church, and, thinking the sound to be an alarm of fire, men appeared from all directions. The crowd grew rapidly again, and its center seemed to be where the sentinel paced in the midst of his tormentors.

The noise grew, and Captain Preston, the officer of the day, crossed the street with seven soldiers to give aid to the sentinel if he should need it. The nine soldiers, drawn up in line, faced the crowd of angry men and boys; but, instead of quieting them, the sight of the soldiers seemed to make them lose what little self-control they had. Taunts and insults flew faster than before. The soldiers were dared to fire: but probably not a man nor a boy in the crowd thought they would really do it.

Suddenly in the midst of the shouts and clamor rang out the sounds of gun shots. In an instant the noise was hushed. Had the soldiers fired? Their still smoking muskets answered "Yes," and nearly a dozen prostrate forms on the snow told the story yet more plainly. Once more the clamor broke forth, and this time there was a deeper ring in the hoarse shouts. Murder had been done, they cried, and with one accord the crowd dashed upon the little line of red-coated soldiers. But the governor had already arrived, and ordered the arrest of Captain Preston and his men. They were led away. The crowd lingered, while the bodies of the four dead and seven wounded men were borne to their homes. Then quiet descended upon the blood-stained street. Only the stars

looked down upon the spot, to be known through coming years as the scene of the "Boston Massacre."

Probably the best-known man in Boston at this time was Samuel Adams. Surely he was the leader of the



*Sam Adams*

patriotic colonists, who were beginning to call themselves Americans and to resent and resist oppressive British laws. In the excitement which followed the Boston Massacre Samuel Adams was the central figure. At the great mass meeting held next day in the Old South Church he was the leading spirit. "The soldiers must be removed," he said; and when the governor agreed to send one of the two regiments to Castle William, he it

was who passed the watchword, "Both regiments or none" among the crowd, so that when the question was put to vote a deafening shout went up, "Both regiments or none!" And when the governor and the commander of the soldiers were obliged to agree, and the last of the hated redcoats had gone to the Castle barracks, the name of Samuel Adams became known throughout America as that of a fearless patriot. In the English Parliament they

called him names not half so complimentary, and talked of having him sent to England to be tried for his crimes. It is said that they called the two regiments in Boston "the Sam Adams regiments."

Whose was the fault of the Boston Massacre? Was it a massacre at all? How was it different from any other street fight in which men have been wounded or killed? These are questions which both then and now have received many and various answers. To the quiet people of Boston, massacre seemed none too strong a name for it. To them it seemed, also, that the fault was all with the soldiers. In England they would have told you that the unruly people of Boston should bear all the blame. It is difficult to say that the responsibility lies here or there. Most of us will decide to leave the question

an open one. But one thing we may say, that the Boston Massacre produced a feeling in the people of Boston which was not easily forgotten, and which made excellent soil for the springing up of revolutionary ideas.



OLD SOUTH CHURCH, BOSTON.

## THINGS TO REMEMBER

1. Parliament sent soldiers to Boston, which was considered the center of rebellious notions.
2. There was much quarreling between the soldiers and the people.
3. In a street fight some soldiers fired into the crowd, killing and wounding a number of people.
4. The people of Boston were very indignant. They demanded the removal of the soldiers, and the governor was obliged to comply.

## THINGS TO READ

1. "Grandfather's Chair," by Nathaniel Hawthorne, Part III, Chaps. IV and V.
2. "From Colony to Commonwealth," by Nina M. Tiffany, pp. 39-49.
3. "Stories of the Old Bay State," by E. S. Brooks, pp. 118-126.
4. "The War of Independence," by John Fiske, pp. 71-75.

## THINGS TO DO

1. Find the meaning of *quarters, barracks, citizens, prostrate, mass meeting, responsibility*.
2. Place in your portfolio pictures of the Boston Massacre, Faneuil Hall, the Old South Church, and the Old Statehouse, before which the Massacre took place; also a portrait of Samuel Adams.
3. Imagine yourself to be a Boston boy in 1770, the year of the Massacre. Imagine that you saw the whole affair. Write an account of it, as you might have told it to your mother on your return home.
4. Discuss: Who should be blamed for the Massacre?
5. If you live near Boston, try to see the place where the Massacre occurred, the Old Statehouse, the Old South Church, and the monument erected in memory of the victims of the Massacre.

## FOR YOUR NOTEBOOK

[Add two more events to your list of those leading to the war.]

## XV

### TEA AND A TEA PARTY

GOING back once more to the question of taxation, we remember that by the latest act of Parliament there is left only the tax on tea. "Now," the blunderers seemed to think, "the colonists will pay it. It is such a little tax!" And if it had been a question of money alone, very likely the colonists would have done so. But it was not a question of money alone, and the colonists felt that a little tax levied by Parliament was just as bad as a large one.

Everywhere in the colonies the people said, "We will buy no tea." The old ladies, and perhaps the young ones, too, must have missed their "cup o' tea," I think. What would they do at the tea parties which were so fashionable among the women of America? But one thing was clear to the women of the colonies as well as to the men. If the tax on tea was unjust, then they must show the English lawmakers that they would not pay it, even if they *never* drank any more tea.

Once more the English government had mistaken the American people, and once more the American people were showing the determination that had been shown so

many times before, in the Pilgrims, in the hardy backwoodsmen of Virginia, in the sturdy Dutchmen of New York, and in the Quakers of Pennsylvania.

The king was taking with each succeeding year a larger part in the government. He had succeeded in getting a prime minister, Lord North, who was willing in all things to follow the king's wishes. In fact, some one has said that during the years of Lord North's holding office "the king was his own prime minister."

"And so the Americans will buy no tea! We must see about that," thinks the king. "Tea is spoiling in the storehouses of the East India Company because of the falling off of American trade! And the East India Company may be ruined all because of those rebellious colonists of ours! Something must be done!" And the king makes a plan.

The price of tea in England depended upon two things. First there was the amount paid for it by the merchants in China or Japan; then there was the expense of getting it to the English warehouses. This second expense was increased by the duty which the merchants had to pay on all tea imported into England. In America the price would be of course what it was in England, with the expense of getting the tea to America and the American tax added. The king's plan was to make tea cheap in America by allowing the East India Company to import tea into England for the American trade without paying the English duty. Then, he said, the Americans could buy English tea cheaper than they could smuggle it from Holland, as

many of them were now doing ; and, of course, they would pay the tax without any complaint. Would they ? Let us see if King George knew.

Things began to look more cheerful for the East India Company. Ships were loaded with tea, and started on the voyage to Boston, New York, and Philadelphia, in the autumn of 1773. Letters were sent appointing some one to receive the tea in each of these places, and the king confidently expected success for his plan. 1773

When the news reached America that tea ships were on the way to the principal American ports, there was stronger feeling than at any time since the passage of the Stamp Act. In Philadelphia, Charleston, and New York the people appointed to receive the tea were forced to resign, but those in Boston refused to do so. What should be done ? Many town meetings were held, and advice was asked from many sister towns. The answer of all was : " Stand firm. Do not allow the tea to be put on shore."

At last the ships made their appearance. The time for standing firm had arrived. The captains and the owners of the ships were asked to send them back, without unloading, to England. They replied that they could not do so, but if the colonists would permit them to put the tea on shore, they would see that none was sold until word could be received from England. This was not enough, and a constant watch was kept upon the wharf, where the ships lay, lest an attempt should be made to put the tea on shore.

John Fiske, who has written a history of the time, says,

“Sentinels were placed in the church belfries, chosen post-riders, with horses saddled and bridled, were ready to alarm the neighboring towns, beacon fires were piled all ready for lighting upon every hilltop, and any attempt to land the tea forcibly would have been the signal for an instant uprising throughout at least four counties.” They were in earnest, these men of Boston.

Twenty days were allowed by the customhouse laws for the unloading of a ship's cargo. If it was not unloaded in this time, the revenue officers were to seize the ship and have it unloaded themselves. It was important then that something should be done before the twenty days came to an end. Again and again the attempt was made to get permission from the custom officers for the ships to sail without unloading. The officers refused. The captains could not sail without this permission unless they wished to face the cannon at Castle William.

The last of the twenty days came. A great mass meeting, greater than any of the preceding ones, was held in the Old South meetinghouse. The owner of one of the ships was sent to ask the governor for a pass for his ship. The governor was at his country house. Then the shipowner must follow him there. The meeting would wait. The afternoon wore away. Speeches were made, votes taken. It was resolved that whatever the governor's reply, the tea should not be put on shore. It grew dusky — now it was dark. Candles were brought in, and cast their flickering, uncertain light among the shadows. The assembly grew quiet. Now a bustle of entering men tells that the ship-

owner has returned. The governor's answer? It is "No." Then Samuel Adams, in a calm voice, which nevertheless reaches every corner of the dimly lighted room, says, "This meeting can do nothing more to save the country."

What is that—a war whoop? It seems almost as though the word of the patriot leader had been a signal,



the sound follows so close upon it. Whose are those dusky forms marching so silently by the church and down to the wharf? Have Indian days come again in Boston? Now they board the ships—chest after chest of tea is handed up from the hold. Hatchets splinter the frail wood, and the tea is unloaded—into the sea! Scarcely a sound is heard from the crowd gathered upon the wharf, and on board the ships everything is quiet save the sound of the hatchets and the soft rustle of the tea leaves as they

find their way to the surface of the water. Now it is over. The ships are unloaded at last. The "Indians," who are really Boston citizens in Indian dress, leave the ships and disappear in the crowd. And this is the "Boston Tea Party."

### THINGS TO REMEMBER

1. The colonists resolved to buy no tea.
2. The king and his friends planned a way to make tea cheap in America without removing the tax.
3. The king thought the Americans would then buy the tea, and several ship loads were sent over.
4. None of the tea sent over to America was sold. In Boston the people refused to allow it to be landed.
5. The customhouse officers refused to send the ships back to England without first unloading the tea.
6. At last a band of Boston citizens disguised as Indians boarded the ships, broke open the tea chests, and poured the tea into the harbor.
7. This act is known as the Boston Tea Party.

### THINGS TO READ

1. "American Leaders and Heroes," by W. F. Gordy, pp. 156-163.
2. "Stories of New Jersey," by F. R. Stockton, pp. 93-101.
3. "The American Revolution," by John Fiske, pp. 85-90.
4. "The War of Independence," by John Fiske, pp. 75-83.

### THINGS TO DO

1. Find the meaning of *resign*, *post-riders*, *beacon fires*.
2. Describe as clearly as possible the king's plan for overcoming the objection of the Americans to paying the tax on tea. Tell why it failed.

3. Write the story of the Boston Tea Party.

I. The coming of the tea ships.

II. The efforts of the colonists to have them sent back to England without being unloaded.

III. The last great mass meeting.

Try to make your description of this a "word picture."

IV. The scene at the wharf.

#### FOR YOUR NOTEBOOK

[Continue your list of events leading to war.]

## XVI

### THE WAR CLOUD GATHERS

WAS the Boston Tea Party a riot? Was it the act of lawless men, who, forgetting that might does not make right, attempted to gain by force what they should have sought by law? Shall we class it as an "act of violence," "an outrage," as some historians have done? Or shall we say with Fiske, "the moment for using force had at last, and through no fault of theirs, arrived; they had reached a point where the written law had failed them"?

Whatever our opinion may be, there is no doubt as to what the king and his ministers thought of it. "A fitting end to years of riot and lawlessness," said Lord North, while another of the king's friends exclaimed, "This is what comes of their wretched old town meetings." In spite of the protests of Edmund Burke, who made a great speech on the subject in the House of Commons, and of Fox, Barre, and other men who saw the dangers into which the government was blindly stumbling, Parliament  
1774 proceeded to pass in April, 1774, five laws relating to American affairs, which took away the last possibility of a peaceable settlement of the quarrel.

The laws were as follows:—

1. The Boston Port Bill, as a punishment for the "Tea Party," ordered the port of Boston to be closed to all vessels until the town should pay the East India Company for the tea destroyed.
2. The charter of Massachusetts was suspended, and the government put entirely into the hands of the royal governor and the council he should appoint. Town meetings were forbidden except twice a year to elect town officers. At these meetings discussion on any subject was forbidden.
3. Any soldier or officer of the government who should be accused of a crime was to be sent to England for trial, lest the Americans should not give him a fair trial.
4. The laws which prevented the quartering of troops in Boston were repealed.
5. An act relating to Canada, which extended Canadian territory to the Ohio and the Mississippi, thus covering much that was claimed by some of the colonies.

There was a general feeling in Parliament that the Americans could be easily frightened into submission. General Gage, who was at home for a visit, boasted that with four regiments he could very shortly make an end of the whole trouble. Parliament seems to have taken him at his word. He was made governor under the new law of the rebellious colony of Massachusetts, and speedily embarked with his four regiments for Boston. As soon as he arrived the Port Bill went into effect.

Scarcely any punishment could have been harder for the

people of Boston to bear. Her commerce was Boston's chief industry. Without it there could not fail to be hardship and suffering. But we know the people well enough by this time to know that they would endure the hardship rather than submit to what they considered injustice.

Boston was a quiet city in these days. No ships, proudly casting the spray from their bows, came to their places at the long wharves. The wharves themselves were silent and deserted, the great warehouses closed, even many of the shops shut up because their merchandise had all been sold. The sun shone on a lonely harbor, where no white sails dotted the blue sky and waves: on silent streets, where the rumbling of heavy wheels was seldom heard. These were dull days for the merchants, and hard days for the poor.

Quite contrary to the opinion of the king and his followers, sympathy for Boston was quickly expressed, not only by surrounding towns, but by all the colonies. The people of Virginia or New York could not tell what day their own liberties might be attacked. "Boston is suffering for us all," they thought. "If Boston is subdued, it will be our turn next. We must help Boston to resist these unjust laws." And so droves of cattle were sent to Boston, and provisions of all sorts, as free gifts to the people. Of course nothing could come by sea. The gifts were sent either by land, or if by water, were landed at Marblehead or Salem. These towns had offered the use of their wharves to Boston merchants quite free of charge.

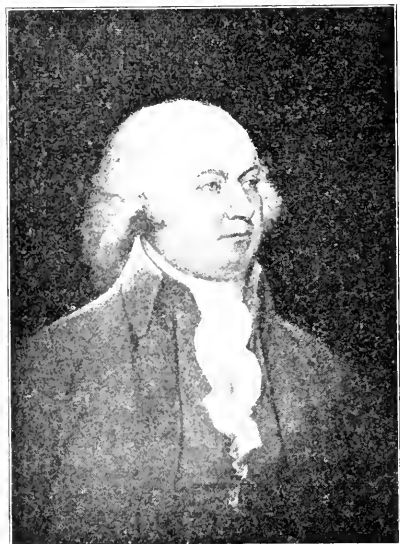
Patrick Henry of Virginia, who had become known at the time of the Stamp Act as a fearless advocate of American rights, now made a speech in the Virginia assembly which roused the whole country. When he cried: "The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but, as for me, GIVE ME LIBERTY OR GIVE ME DEATH!" the excitement was intense.



It was decided that a congress should be called to discuss affairs in Massachusetts, as had been done in the time of the Stamp Act. Massachusetts was invited to appoint the time and place for the meeting. Philadelphia was selected, and there on the 5th of September, 1774, came together what is known as the First Continental Congress. All the colonies except Georgia sent delegates,

and Georgia agreed to indorse whatever the Congress might do.

Each colony sent her ablest men. We find on the list of members not only Samuel Adams and Patrick Henry and George Washington, of whom we have already heard,



*John Adams*

but John Adams, John Jay, Richard Henry Lee, and others of whom the world has heard many times since that day.

“And what did the Congress do?” you are thinking. What could it do? It was not a law-making body. Its office was not government. It had come together to protest against the action of the English government, and that is what it did. A “Declaration of Rights” was passed. An address to the people of

England was drawn up, and another to the king. Then the members agreed that they would buy no British goods, and after appointing a second Congress to meet the next May, if affairs had not improved, the Congress adjourned October 26. Probably the greatest good done by its meeting had been the increase of good feeling among the vari-

ous colonies. They were now ready to work together for a common cause.

### THINGS TO REMEMBER

1. Parliament now passed five laws relating to American affairs; all of these laws angered the colonists.
2. Three of these laws applied directly to Massachusetts.
3. The Boston Port Bill caused great suffering in Boston.
4. The other colonies were sympathetic, and offered their aid to relieve the suffering.
5. General Gage was made military governor of Massachusetts.
6. The people of the whole country grew bitter in their feeling toward the home government. A Congress was called to consider what might be done.
7. The trouble with the mother country drew the colonies closer together in sympathy.

### THINGS TO READ

1. "Stories of the Old Dominion," by J. E. Cooke, pp. 158-179.
2. "American Leaders and Heroes," by W. F. Gordy, pp. 146-154.
3. "The Boys of '76," by C. C. Coffin, pp. 21, 22.
4. Speech of Patrick Henry, which may be found in "Stepping Stones to Literature," for Seventh Grade, p. 180.
5. "The Story of the Revolution," by Henry Cabot Lodge, pp. 1-12.
6. "The War of Independence," by John Fiske, pp. 83-87.

### THINGS TO DO

1. Find the meaning of *outrage*, *submission*, *warehouse*, *merchandise*, *indorse*, *adjourned*, *intolerable*.
2. Form an opinion on the questions suggested in the first paragraph of the chapter. Remember that an opinion on such a subject

cannot be formed hastily. Do not conclude that "our side is the right side" unless you can tell why you think so.

3. Make as full a list as you can of the members of the First Continental Congress.

4. Add to your portfolio the portrait of Patrick Henry, a picture of Carpenters' Hall in Philadelphia, where the Congress held its meetings, and one of Patrick Henry delivering his great speech.

5. Write two paragraphs in which you contrast Boston before and after the Port Bill went into effect.

### FOR YOUR NOTEBOOK

[Add to your list the passage of the "five intolerable acts." Explain briefly what these were.]

## XVII

### THE STORM BREAKS

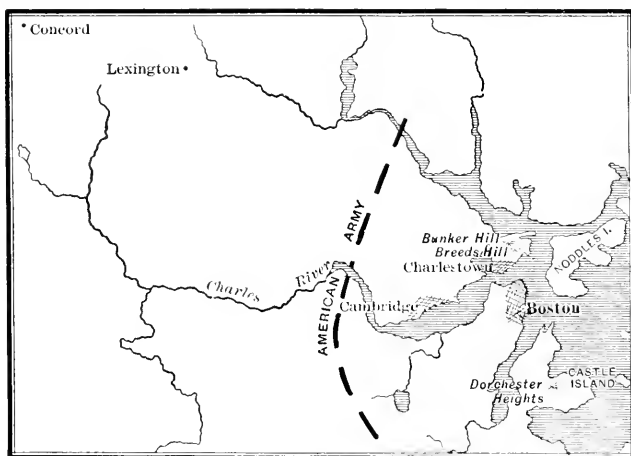
INSTEAD of being frightened into submission by Gen-<sup>1774-</sup>  
eral Gage and his four regiments, it began to look as if <sup>1775</sup>  
the people of Massachusetts were even daring to think  
of resistance with guns and swords if need be. They  
were certainly making preparations for some military  
enterprise. There was scarcely a village in all New Eng-  
land in which these preparations might not be seen.

In the long twilight of the autumn afternoons, after  
the early supper, the men and boys would gather on the  
common with their old muskets. Then some veteran  
of Louisburg or Quebec would take command, and the  
drill would commence. The drillmaster would grow ex-  
cited as the memory of old days crept over him, and even  
the youngest in the company would catch his enthusiasm.  
Loud and fast would come the orders, until at last, when  
the shadows had grown black and the drill was over,  
every one would be hot and panting.

Then the walk home — little groups of two or three,  
talking earnestly, wondering if it would come to war at  
last; some hot-headed youths hoping that it would, and  
boasting loudly of what they would do to the redcoats.

But the older men — the men who had fought and seen the terrors of war — would shake their heads sadly, hoping that somehow the trouble might still be settled without bloodshed. Still, if war must come, they were ready, and the firm lines of the strong old faces told what being ready meant to them.

Thus the drilling went on all through the fall and winter. Certain men from each militia company were set



THE VICINITY OF BOSTON.

apart as "minutemen." These were to hold themselves in readiness, "at a minute's notice," to drop plow or ax or hammer, to spring from their beds at midnight if need be, when the alarm should come. For the colonists were waiting for General Gage's soldiers to strike the first blow. Every man and every boy, every woman and every

child in all Massachusetts knew that in this way only could they keep the sympathy of the other states. And without that sympathy Massachusetts would be too weak to withstand the strength of England.

Hand in hand with the drilling of the militia went the gathering of military stores. This was slow work, for ammunition was not easy to obtain, and safe places for storage were hard to find. Gage's officers were always on the lookout for information; indeed after fortifying Boston Neck, which he finished in November, Gage's principal work during the winter consisted of watching "the rebels" and of two attempts to seize part of their stores, both of which failed.

It was on the whole a quiet winter. Too quiet, thought the king and Parliament. Had they not sent Gage with his four regiments to settle the whole affair? What had he done? Gage was a failure. They appointed a new commander in chief, General Howe. Before Howe could reach America, however, Gage had done something. Let us see what it was.

In the winter orders had been sent Gage to seize Samuel Adams and his friend, John Hancock, another Boston patriot whose deeds were rousing the wrath of the king and his friends. Adams and Hancock were to be sent to England to be tried there for their misdeeds. Gage found it a little hard to carry out these orders, but at last he believed his opportunity had come, when he heard that the two friends would pass the night of April 18 in the village of Lexington, eighteen miles from Boston. 1775

Gage planned a double expedition. Eight hundred men were to set out by night, and, if possible, without the knowledge of the townspeople. Going first to Lexington, they would seize the rebel leaders. Then they would march to Concord, a neighboring village, where



*John Hancock*

they were to destroy the military stores which they knew the colonists had been collecting there. This expedition *must* be a success, and success depended upon secrecy. Not a word of the plan should reach the ears of the Americans. It was a good plan — if General Gage really wanted to begin a war. Whether he wanted to do so or not, such a result could hardly fail to follow. And the plan had a weak spot, too. The secrecy so carefully intended was somehow broken, and the Boston Sons of Liberty became sure that some expedition was on foot. The night of the eighteenth came. The British soldiers

silently formed outside the barracks, and as silently began their march. But stealthy watchers saw every movement, and the soldiers were not the only men to leave Boston that night. While the "regulars" were marching, at first cautiously, with no sound but hushed footfalls, then, when the town lay like a heavy shadow behind them, more freely and with heavier tread; while with little thought of coming trouble they talked perhaps of the rebels they were sent to capture, and the rebel stores they should destroy; two horsemen were speeding along two lonely country roads, — William Dawes and Paul Revere, — going out to warn Adams and Hancock to escape their would-be captors, to give the alarm in Lexington and Concord that the minutemen might be assembled, and the stores safely hidden from prying British eyes.

On through the dark night they rode, and wherever either paused to shout his message of alarm, lights began to twinkle in farmhouse windows, doors to clatter, and hastily dressed men to appear and hurry off into the night. Soon bells began to ring, adding their notes of alarm to the unusual disturbance. Drawing rein before the house in which Adams and Hancock lay asleep, Revere found it guarded by eight minutemen. When they tried to stop the noise of his loud voice and the clattering hoof beats of his horse, Revere replied: "Noise! You'll have noise enough before morning. The regulars are coming." There was no more talk of quiet. Revere and Dawes met here at Lexington, and together with a third horseman hurried on to warn the people along the road to Concord, and in



THE OLD NORTH CHURCH.

(From which a signal was shown to Paul Revere. Now known as Christ Church.)

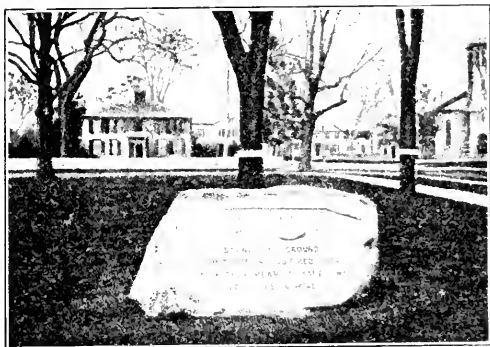
Concord village itself. Their work was well done—to realize how well we must wait until the story of the day just breaking in the east is done.

It is sunrise. When the first rays shine upon the green in Lexington, they fall on fifty or sixty Lexington minutemen, with a brave old soldier who had been with Wolfe at Quebec at their head. They fall on dusty columns of red-coated soldiers just coming in sight along the road; they will soon fall on the first bloodshed of the American Revolution.

“Stand your ground. Don’t fire unless you are fired upon,” says Captain Parker to the minutemen; “but,” and I fancy his face grows

stern as he speaks, “if they want a war, it may as well begin here.” The redcoats are close at hand, with Major Pitcairn at their head. “Disperse, ye rebels, disperse,” he cries. The minutemen stand firm. Angrily Pitcairn repeats his command, and follows it by an order to his men to fire. They hesitate. The major fires his own pistol. Then the muskets of the regulars ring out, and the minutemen are beginning to return the shots. But Parker orders them back—the fight is too unequal.

April  
19,  
1775



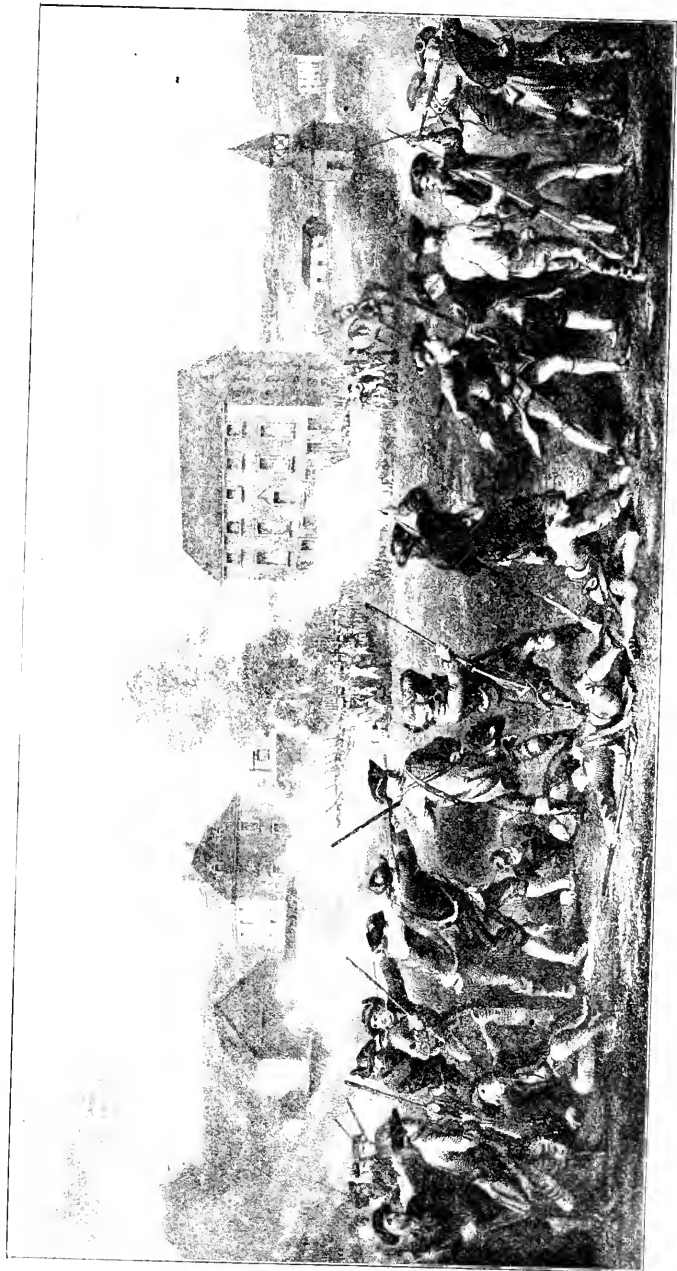
LEXINGTON COMMON. STONE MARKING  
LINE OF MINUTEMEN.

Eight men are killed, and ten wounded. The war has begun!

Adams and Hancock cannot be found, and there is nothing to keep the soldiers longer in Lexington. The first part of the expedition is a failure. They hurry on to Concord to destroy the stores. Here again failure awaits them. The stores like the rebel leaders have disappeared. A few cannon, and some barrels of flour are all the soldiers can find. These they destroy, and are busy chopping down the liberty pole and setting fire to the Courthouse, when something not in the British plan happens.

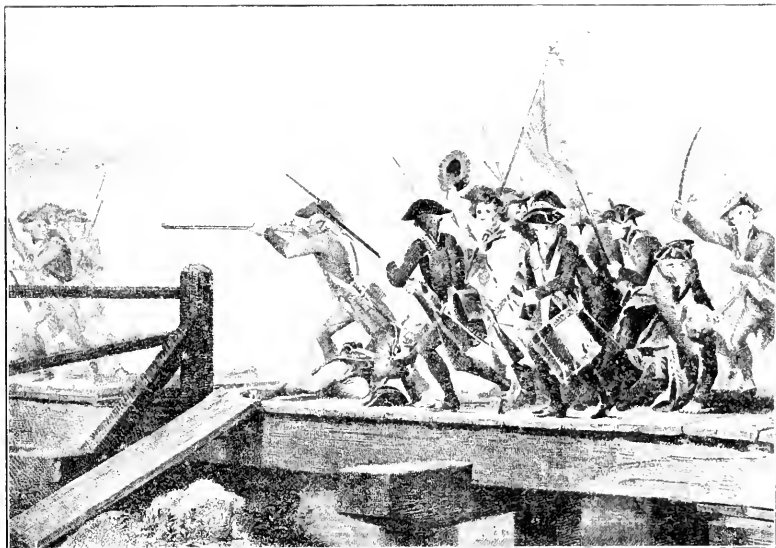
While the sun has been creeping higher in the blue April sky, minutemen have been hurrying to Concord from all the countryside. There are now more than four hundred of them gathered on the hill just over the river from the village. Two hundred British soldiers guard the bridge across the river. The minutemen sweep down upon them. There is firing on both sides. The minutemen charge across the little bridge. The redcoats yield — are driven back. The bridge is won. The minutemen rest on their arms. The soldiers fall back into Concord village.

It is noon. The soldiers are beginning their march back to Boston. The things they were sent to do they have not accomplished. They are tired and hungry; but they dare not rest, for the country seems swarming with minutemen. They must get back to the shelter of the men-of-war in Boston harbor. Even now as they start muskets begin to rattle, and an occasional ball to fall among



THE BATTLE OF LEXINGTON.





THE STRUGGLE AT THE CONCORD BRIDGE.

them. As they march along the road the minutemen follow through neighboring fields and orchards. Behind trees, kneeling in the shadow of the stone walls, — everywhere, it seems to the tired and confused soldiers, — the rebels await them. They must march faster. Now they turn and fire a volley against their almost unseen pursuers. Now on again — all order is lost. The British soldiers are flying for their lives.

It is two o'clock. The soldiers have reached Lexington. Here they are met by Lord Percy with twelve hundred men. These are formed into a hollow square, in which the exhausted men are inclosed, and shut away

from their pursuers. After an hour's rest, the march is resumed. The old story is repeated. So large is the number of Americans swarming before, alongside, behind the soldiers, that one officer says, "It seems as though



THE MINUTEMAN AT CONCORD.

they have dropped from the clouds." Faster and faster go the troops, and no attempt is made to keep the order of the lines. Again it is a flight for life.

It is sunset. The troops are at last in sight of Charlestown and the protection of the men-of-war. They are running now at full speed. The road for miles back is strewn with dead and wounded, but there is no time to stop for them. Muskets

are thrown away, and the scarlet coats are powdered with dust and spattered with mire. At last the town is reached and the shelter of the guns.

The day of Lexington and Concord is done. It has been only a little battle, scarcely a skirmish, but a great day for the world. It is the people's day, and it means that in years to come it shall be the people who shall rule the world.

## THINGS TO REMEMBER

1. The colonists began preparations for a possible war. Companies of militia were drilled, and military stores collected.
2. Gage received orders to seize Samuel Adams and John Hancock, and to send them to England for trial.
3. He planned an expedition for this purpose, which at the same time should capture some of the American military stores.
4. At Lexington, whither the soldiers went first to capture the patriot leaders, a slight encounter took place between the soldiers and the minutemen they found awaiting them.
5. Proceeding to Concord, the soldiers tried to find the stores. A large body of minutemen attacked them, and drove them across the bridge.
6. All the way back to Boston the minutemen followed the soldiers, so that the retreat became really a flight for life.
7. This day, April 19, 1775, marks the actual beginning of war.

## THINGS TO READ

1. "The American Revolution," by John Fiske, pp. 120-125.
2. "The Story of the Revolution," by Henry Cabot Lodge, pp. 25-40, 42-52.
3. "American Leaders and Heroes," by W. F. Gordy, pp. 165-174.
4. "True Story of the United States," by E. S. Brooks, pp. 93-100.
5. "A Short History of the Revolution," by Tomlinson, pp. 34-41.
6. "The Story of Massachusetts," by E. E. Hale, pp. 250-265.
7. "The Boston Tea Party," by Henry Watson, pp. 22-43.
8. "The Boys of '76," by C. C. Coffin, pp. 17-41.
9. "From Colony to Commonwealth," by Nina M. Tiffany, pp. 70-114.
10. "Paul Revere's Ride," by H. W. Longfellow.

## THINGS TO DO

1. Find the meaning of *veteran, military stores, stealthy, disperse, volley, skirmish*.

2. Make a map of the neighborhood of Boston. Show on it Lexington, Concord, and the route of the soldiers.

3. Obtain pictures of the Old North Church, Lexington green, the fight at Lexington, Concord bridge, and the statue of the minuteman. Place these in your portfolio. Small copies of these same pictures may be placed in your notebook if you wish.

4. Learn the date, April 19, 1775, as the time when the war actually began.

5. Discuss the meaning of the inscription on the statue of the minuteman: "Here the embattled farmers stood, and fired the shot heard round the world."

6. Discuss the results of the Lexington and Concord fight.

## FOR YOUR NOTEBOOK

III. The war begun — the campaign around Boston.

*a.* Lexington and Concord — April 19, 1775.

[Tell the purpose of the British expedition, why it failed, and what you can of its results.]

## XVIII

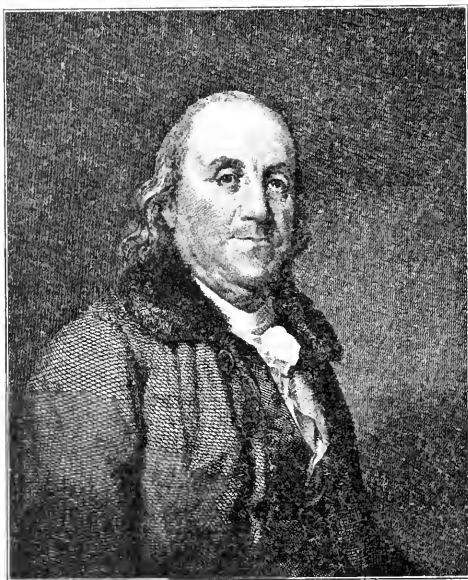
### CONGRESS IN PHILADELPHIA — WAR IN BOSTON

THE news of Lexington and Concord spread like wildfire throughout New England. Men from at least twenty-three towns arrived in time to have a share in the fight, and more were coming all the time. Among them were John Stark from New Hampshire, with a band of volunteers; Nathanael Greene from Rhode Island; Israel Putnam and his company of militia; and Benedict Arnold, with about sixty students and citizens of New Haven. These are all men of whom we shall hear by and by. Day by day the number grew, until in less than a week General Gage found himself and his soldiers shut into Boston by a long semicircular line of sixteen thousand Americans, extending from Charlestown to Jamaica Plain. And thus matters stood when the Second Continental Congress assembled in Philadelphia early in May.

The members of this second Congress were in many cases the same men who had attended the first. The most prominent among the patriot leaders were all there, and with them a man whose name is to-day better known than perhaps any of them except Washington. Why have you heard nothing before of Benjamin Franklin

May,  
1775

during these troublous times? Not because he was not interested in the cause of liberty. On the contrary he had given his whole time for several years to an attempt



*Benj. Franklin*

to adjust the colonial difficulties. But the scene of his labors during these years was England, where he remained, hoping until the last that some way out of the trouble might be found. He had only just returned, convinced at last that he could do nothing more for his country by remaining.

Franklin was already an old man when the Revolution began. He was in his seventieth

year, but strong in mind and body, and with a long life of usefulness to his fellow-men to look back upon. You must read something of that life to know how much good he had done. Then you can understand the respect and veneration his fellow-Americans had for him.

The members of Congress found much to talk about when they reached the Quaker city, for many things had happened since they had parted in the autumn. And even as they talked another event was added to the number. Ethan Allen of Vermont, so the story was quickly passed from one to another, with a company of his "Green Mountain Boys," had crossed into New York, and surprising the garrison at Fort Ticonderoga, had seized the fort, and with it a large quantity of arms and ammunition. At the same time, another company of the Green Mountain Boys had captured Crown Point. The Hudson Valley was in the hands of the Americans.

There was some shaking of heads when the story was told in Congress. Of course, if there were really going to be a war, it would be a great help to control the Hudson Valley, and nothing could be more useful to the hastily gathered army around Boston than the stores from Ticonderoga. But this was far from being defensive warfare. At length, however, Congress voted to garrison the forts, and soon after, to adopt the army at Boston as a "Continental Army."

The next thing was the selection of a commander for the newly adopted army, and here the Congress performed one of the wisest acts of its whole existence. George Washington was unanimously elected as commander in chief, on the 15th of June, and we know to-day how June,  
1775 nobly he performed the duties of the position. Modest in his acceptance, as the truly great are always modest, Washington said, "Since the Congress desire, I will enter

upon the momentous duty, and exert every power I possess in their service and for the support of the glorious cause. But I beg it may be remembered by every gentleman in the room that I this day declare, with the utmost sincerity, I do not think myself equal to the command I am honored with."

A few days later he set out for Boston, but before he reached the town still another blow had been struck for freedom. General Howe had arrived with two other generals of whom we shall hear later — Clinton and Burgoyne — and with soldiers enough to make the British force ten thousand men. The New England army, ill-supplied and undisciplined as it was, still remained in its position, shutting the British into the town. The object of the Americans was to force the British to take to their ships and leave Boston. Of course, with no fleet of their own, they could hope to do no more, and even that was to be slow work.

There were two positions of importance in the neighborhood which as yet neither side had attempted to fortify. These were Breed's or Bunker Hill in Charlestown, and Dorchester Heights on the other side of Boston. The Americans resolved to fortify Bunker Hill. On the night of the sixteenth of June a detachment of sixteen hundred men was sent out under Colonel Prescott to fortify it. On reaching the spot Prescott resolved to go a step farther and take possession of Breed's Hill. There his men began throwing up earthworks.

June  
17.  
1775

In the morning the British generals saw with astonish-



THE SPIRIT OF '76.



ment what had been done. It would never do to let the rebels remain there. With a few cannon on that high ground they could drive the British to their ships. Preparations to attack the hill were made. There was one sure way of dislodging the Americans. The British had only to go around by sea, and taking possession of Charlestown Neck, keep the Americans where they were, and wait until hunger forced them to surrender. Prescott had not thought of that when he selected Breed's Hill instead of the one he was sent to fortify. Prescott's blunder, however, was more than balanced by that of the British generals. The sea route was too slow for them. It would be easy enough to charge the rebels on the hill and drive them off. There wasn't any fight in them. So thought the British generals. So soon had they forgotten Lexington.

General Howe took command of the attacking party. Up the hill came the soldiers with their scarlet coats gleaming in the sunshine. Prescott's command to his men had been, "Don't fire until you can see the whites of their eyes." The men obeyed. When they did fire,



PRESCOTT STATUE, BUNKER HILL.

even trained British regulars could not long withstand such fearful volleys. The ranks were broken, and the soldiers retreated down the hill. Again they formed, advanced, retreated, and the Americans were jubilant. So long a time elapsed it was thought the soldiers were not going to try it again. But they did, and the Americans now found with dismay that their powder was almost gone. There was nothing left but retreat or capture. The Americans retreated, and left the British in possession of the hill.

This then was a British victory, but it was a hardly won victory after all. "I wish we could sell them another hill at the same price," said Nathanael Greene. The Americans were anything but downcast at their defeat. Had they not twice driven back trained British soldiers? And the British were not very joyful over their victory. Their respect for the Americans as fighters had grown amazingly.

Messengers bearing the news of Bunker Hill met Washington not far from Philadelphia. He listened to the story, asking but one question, "Did the militia fight?" then pressed on toward Boston. Arriving there, he took formal command of the troops, and entered on a slow and difficult piece of work, — to make an army of the fourteen thousand undisciplined men before him. The autumn and winter in Boston were uneventful, but Washington's work during that time cannot be too highly praised. Until February he had not powder enough to dare attempt an attack, but he used the time of waiting so well that when

the moment to act came, the army as well as its commander was ready for it.

Meanwhile Washington had sent an expedition to Canada. It was hoped that the Canadian colonists might be induced to join in the war, but this hope was never realized. The expedition had as its object the taking of Montreal and Quebec, and the command was given to two able officers, Montgomery and Arnold. They were to approach Quebec by two different routes, and to meet in an attack on the city. The story of their adventures — of Arnold's terrible journey through the woods of Maine, of the night attack on Quebec in the midst of a blinding snowstorm, of Montgomery's death — is one of thrilling interest, but it is the story of failure, nevertheless.

To return to affairs in Boston — Howe made a blunder in not fortifying Dorchester Heights. Washington, as soon as the arrival of the cannon from Ticonderoga made it possible, seized the heights, and once more the British awoke one morning to find American earthworks overlooking the town. Once more the British prepared to attack, but several days of storm delayed them, until the works



WASHINGTON ELM, CAMBRIDGE.

(Under which Washington took command of the troops.)

Mar.,  
1776

were too strong. Washington's cannon could now be fired into the British camp. Howe was obliged to give up, and he agreed to leave Boston. On March 17, 1776, the British soldiers marched on board their ships, while Washington and his men entered the town. The war in New England was over. It remained to be seen what plan the British would adopt next.

### THINGS TO REMEMBER

1. Minutemen continued to arrive on the outskirts of Boston until the British were quite shut in the city by them.

2. A party of New Englanders seized Crown Point and Ticonderoga.

3. The Second Continental Congress met a short time after the fighting had thus actually begun.

4. The Congress adopted the militia at Boston as the "Continental Army."

5. They elected George Washington to command this army.

6. Before Washington reached Boston to take command, a real battle had taken place there, on Breed's Hill, in Charlestown. The Americans were driven from the hill, but only after hard fighting by the British and when the Americans had exhausted their supply of powder.

7. Washington worked hard all through the fall and winter drilling his troops.

8. In the spring, by fortifying Dorchester Heights, Washington succeeded in obliging the British to leave Boston.

### THINGS TO READ

1. "The American Revolution," by John Fiske, pp. 136-144, 165-169.

2. "The Story of the Revolution," by H. C. Lodge, pp. 70-90, 97-117.
3. "Children's Stories of American Scientists," by Wright, pp. 66-89.
4. "American Leaders and Heroes," by W. F. Gordy, pp. 175-187.
5. "The Printer Boy," by Thayer.
6. "George Washington," by Horace Scudder, pp. 131-155.
7. "George Washington," by E. E. Hale, pp. 137-185.
8. "A Short History of the Revolution," by Tomlinson, pp. 42-84.
9. "The Boston Tea Party," by Henry Watson, pp. 47-75, 174-182.
10. "The Story of Massachusetts," by E. E. Hale, pp. 266-282.
11. "The Boys of '76," by C. C. Coffin, pp. 42-81.
12. "Grandfather's Chair," by Nathaniel Hawthorne, Part III, Chap. VIII.
13. "Grandmother's Story of Bunker Hill Battle," by Oliver W. Holmes.
14. "The War of Independence," by John Fiske, pp. 87-94.

### THINGS TO DO

1. Find the meaning of *volunteers*, *prominent*, *veneration*, *defensive warfare*, *unanimously*, *jubilant*, *formal*, *execution*.
2. Write about Benjamin Franklin.
  - I. His boyhood—going to Philadelphia.
  - II. His work as a young man.
  - III. How he became famous.
  - IV. His service to the country before the Revolution began.
3. Compare the action of Ethan Allen and the "Green Mountain Boys" with that of the Massachusetts men who fought at Lexington. (See page 131 and page 121.)
4. Discuss the question: How had Washington's earlier life fitted him for his new work? Also, what particular events in his experience may have helped to form his judgment of military affairs?

5. Make a map to illustrate the war around Boston. Show the position of the Americans in their semicircular line around the city; Breed's Hill and Bunker Hill in Charlestown; Dorchester Heights.

6. Place in your portfolio the portrait of Washington, and pictures of the Washington elm in Cambridge, where he took command of the troops; of the battle of Bunker Hill, Bunker Hill Monument, and the Prescott statue; also a portrait of Franklin, a picture of his birthplace, and of his old printing press; pictures of the ruins of Crown Point and of Ticonderoga.

7. If you live near Boston, visit Bunker Hill.

8. Use your portfolio of pictures as the basis for a class review.

### FOR YOUR NOTEBOOK

b. Bunker Hill.

[Write what you consider the effect of this battle upon the British and upon the Americans.]

c. Expedition to Canada—its result.

d. Evacuation of Boston by the British.

[Tell when and why.]

## XIX

### CUTTING THE COLONIES IN TWO

THERE was great rejoicing everywhere when Howe and his soldiers, with about a thousand Tories, set sail from Boston for Halifax. Of course, every one knew that this was not the end of the war and that the soldiers were sure to appear somewhere else, probably in New York. This city was certain to be attacked. In many ways it was the most important city on the continent, and if the British should get possession of it, its position midway between New England and the southern colonies would make it possible to almost cut the colonies in two. So Howe was daily expected to appear in New York harbor, and Washington began making preparations to meet him there.

In the meantime little of importance in a military way took place, but through the spring and early summer all eyes were turned upon Congress and the questions being debated there. As early as the previous autumn Congress had advised each colony to make a new government for itself. It had also appointed committees to confer with foreign powers. Congress was fast losing its hesitating spirit. Now, in the spring of 1776, there began to be

talk of nothing less than independence, of breaking away from the mother country, and forming a nation in this Western world. At first many in Congress and in the



INDEPENDENCE HALL, PHILADELPHIA.

colonies which the members of Congress represented were opposed to such a plan. It seemed a very daring step. But many things occurred to change the minds of those

who hesitated. One of these things was the news that the king had hired twenty thousand German troops to send to America. Foreign soldiers to fight against his own subjects? Then those subjects had better declare themselves free from such a king. And so the feeling grew, until by the end of June, twelve of the thirteen colonies had instructed their delegates in Congress to vote for independence when the question should come up for decision.

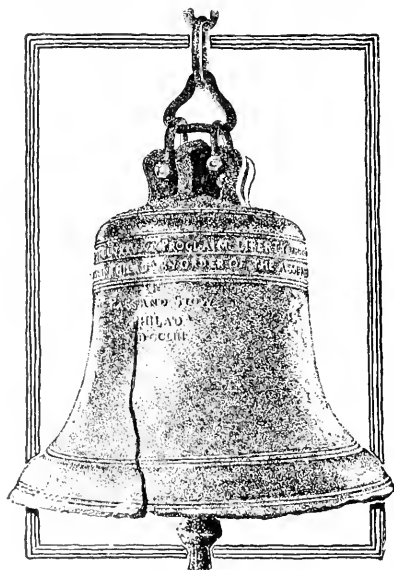
A committee was appointed to draw up a paper which should announce to the world the birth of a new nation. Thomas Jefferson, a member of this committee, composed the paper. It

was brought into the hall in the old Statehouse, where the Congress held its meetings, and read to the gravely silent members. Then John Adams rose, and made a speech which has been talked of ever since as a wonder of oratory. Though we have no record of his words, Daniel Webster, one of our great men of later times,



THOMAS JEFFERSON.

has imagined for us what Adams might have said, and the words of the one great orator thrill us, as he says for the hero of an earlier time, "Sink or swim, live or die, survive or perish, I give my hand and my heart to this vote." And again, "I leave off as I began, that live or die, survive or perish, I am for the Declaration. It is my living sentiment, and by the blessing of God, it shall be



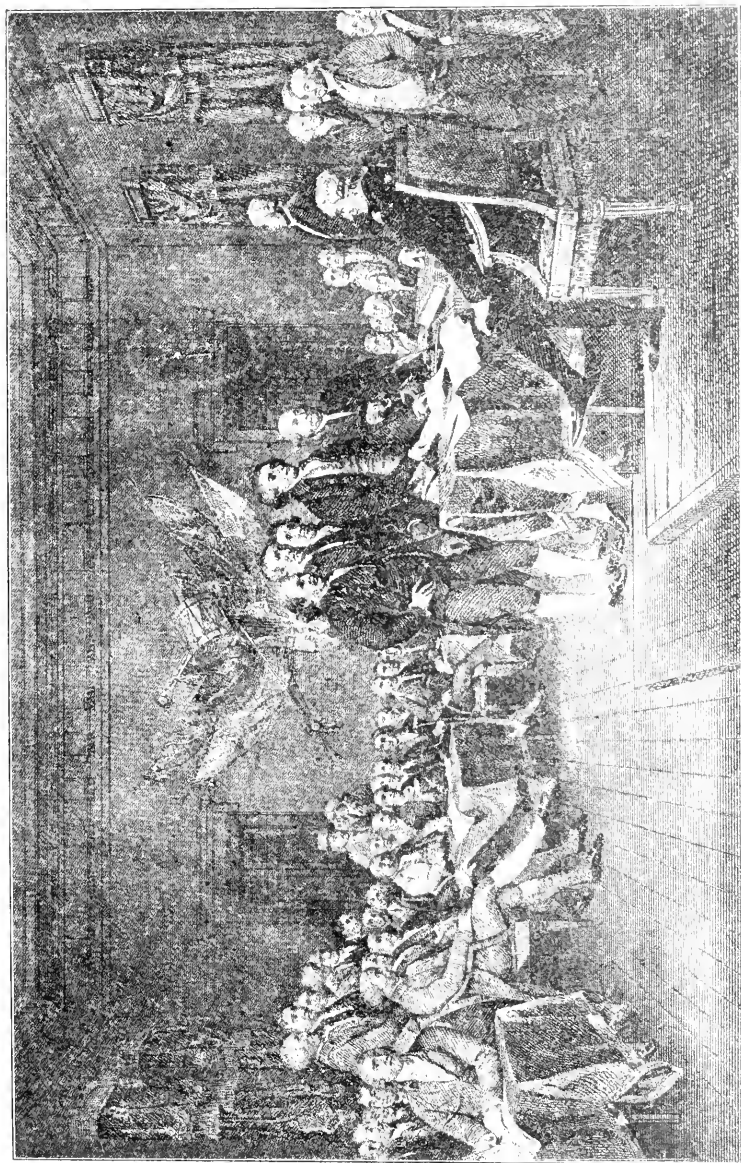
LIBERTY BELL.

my dying sentiment. — Independence now and Independence forever."

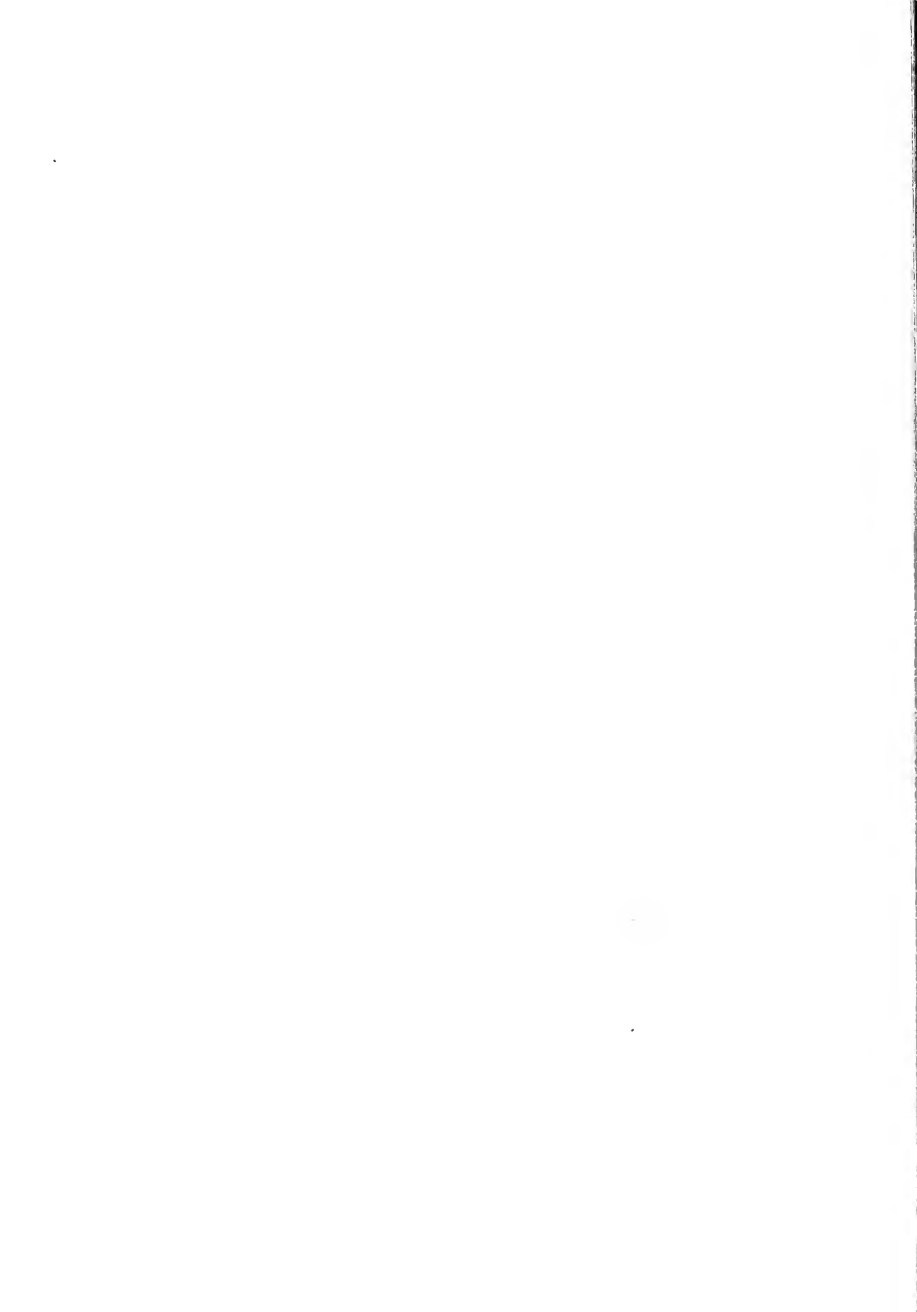
There was little need for any one else to speak when John Adams had finished his appeal; but John Dickinson of Pennsylvania, who was on the other side, spoke briefly, telling the members why he believed the Declaration should not be passed. Presently the vote was taken by colonies. Nine for, three against, and New York casting no vote. It was moved to put off the

final action until the next day. Then, on the 4th of July, the Declaration was formally passed, and the birth of the nation was at last a fact.

It was no longer thirteen rebellious colonies which were making war upon England, but thirteen sovereign states,



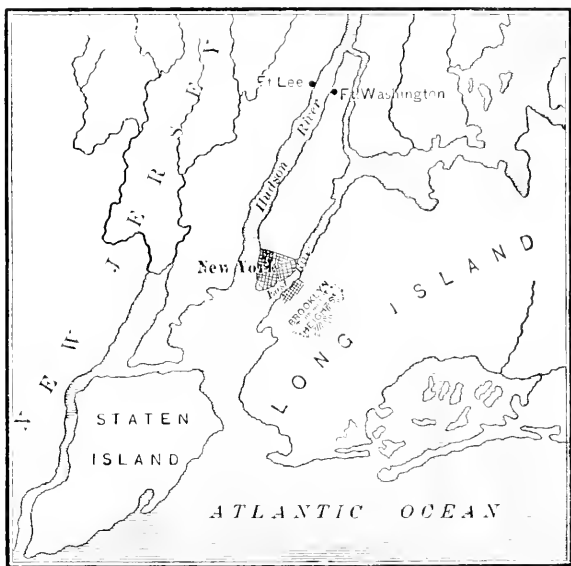
THE DECLARATION OF INDEPENDENCE  
From the painting by Trumbull



fighting to establish the independence they had declared theirs. The United States of America had many troublous days before it; it had many mistakes to make, and many changes to pass through before it could be a great nation. But on this July day, in 1776, it first came to take its place among the nations of the world.

Already the new nation had its work awaiting it. A letter from Washington told of the appearance of Howe's fleet in New York Bay. We must leave Congress and its doings, and turn our attention to the armies again coming face to face.

New York was a difficult place for Washington to guard, with no more than the eighteen thousand men he now had to work with. But if it must be done, he was not the man to complain of the hardness of the task. He set to work quietly, dividing his men so that no



THE VICINITY OF NEW YORK.

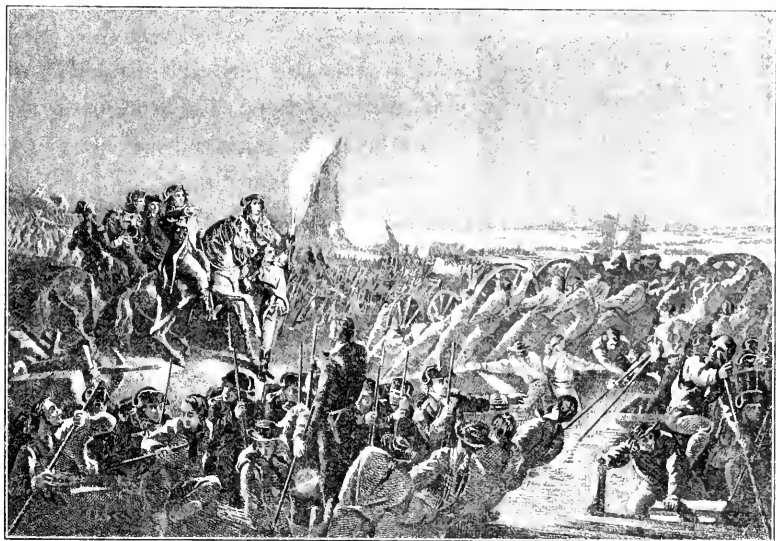
BURMAN & CO., N.Y.

June,  
1776

important point should be left unguarded. Half the army was sent to hold Brooklyn Heights. These heights were as important to an army in New York as Bunker Hill or Dorchester had been in Boston. Washington's eight or nine thousand men could do little if Howe should send all his force, as he probably would do, to attack the Americans in Brooklyn. Still it would not do for Washington to send all his troops to Brooklyn. The British might make the attack somewhere else. The general knew that he must lose the city, but no one seemed to realize it but himself. Congress and the people expected him to fight, and he determined to do so, though he must give up in the end.

Aug. 27, 1776  
Near the end of August the expected attack came. Howe landed about twenty thousand men on the Long Island shore, and on the twenty-seventh, dividing his army into three parts, he attacked the Americans, who were outside their works, on almost all sides at once. The result was what might have been expected. The Americans could do nothing against such a force. About a thousand of them were taken prisoners, and the rest driven into the works on Brooklyn Heights. At this point, as night was approaching, Howe concluded to wait until the next day before storming the works; and the next day he still delayed, perhaps remembering Bunker Hill. Washington meanwhile had come over from New York with more men, but when he saw that Howe was preparing to besiege the fort, he knew that he could do nothing but withdraw. He saw, too, that Howe might at any moment bring up his fleet so as to cut off all chance

of retreat, and he resolved to act at once. On the night, then, of the twenty-ninth, we might have seen a strange fleet of boats gathered on the Brooklyn side of the East River. There were rowboats, scows, yachts, fishing smacks, — boats of every description, large and small.



WASHINGTON'S RETREAT FROM LONG ISLAND.

Washington had gathered them there to ferry his troops across the river. All night long the boats plied back and forth. Men, cannon, provisions, ammunition, — everything was safely removed except the heaviest of the guns.

During the first part of the night, the moon shone brightly, but the British were so sure that the enemy

were safe within the fort, that even if they did hear some unusual sounds, they did not trouble to look out to find their cause. And later, as the dawn was approaching, and might have shown only too plainly what was going on, a thick fog came up, and dropped its gray curtain all about the scene on the shore. All night long



NATHAN HALE.

(A young American who was hanged as a spy by the British.)

Washington had been in the midst of the embarking soldiers, watching, directing, encouraging, and it was only when at seven o'clock the last boat load of men was on its way that he crossed himself.

The British camp stirred into life at last. It was strangely silent there in the fort. The rebels must be sleeping late! Gradually the fact dawned upon the British soldiers that they were besieging an empty fort. Their astonishment knew no bounds.

Washington knew, of course, that having lost Brooklyn he could not hope to hold New York, but he intended to make the British work as hard for it as possible. The story of the next six weeks is the story of Washington's retreat from one position to another, holding each until it was safe to do so no longer, and then always escaping the traps Howe set to catch him. Not

a victory did Washington gain, but his defeats were masterpieces, and the middle of November found Washington in New Jersey and the first campaign in New York at an end.

The first British blow at the center had been struck, and though Howe was in possession of New York City, and though every movement of his troops had been apparently a success, the end of the war was as far away as ever. The American army was not crushed. The line of the Hudson was not in British hands. Howe had taken New York — and that was all.

#### THINGS TO REMEMBER

1. On July 4, 1776, Congress passed the Declaration of Independence, which declared the colonies free from British rule.

2. The next move of the British after being obliged to leave Boston was to attack New York.

3. If they could obtain control of the Hudson, they could cut off all communication between New England and the other colonies.

4. Howe succeeded in taking New York City, but Washington, by a skillful night retreat, withdrew his army, thus saving it from capture.

5. Washington was obliged to retreat into New Jersey. Howe was left in possession of New York, but the upper Hudson was in the hands of the Americans.

#### THINGS TO READ

1. "The American Revolution," by John Fiske, pp. 210-212.

2. "Stories of the Old Dominion," by J. E. Cooke, pp. 180-187.

3. "A Short History of the Revolution," by Tomlinson, pp. 85-95, 102-131.

4. "Campaign of Trenton," by S. A. Drake, pp. 11-49.
5. "The Children's History Book," pp. 43-164.
6. "Independence Bell," Anonymous.
7. "Supposed Speech of John Adams," by Daniel Webster.
8. "The Boys of '76," by C. C. Coffin, pp. 91-110.
9. "The Patriot Schoolmaster," by Hezekiah Butterworth.
10. "Two Spies," by Benjamin Lossing.
11. "The War of Independence," by John Fiske, pp. 97-115.

### THINGS TO DO

1. Find the meaning of *debated*, *confer*, *oratory*, *sovereign*, *besiege*, *scurry*, *masterpieces*, *campaign*.
2. Learn the date of the Declaration of Independence.
3. Place in your portfolio a copy of Trumbull's picture of the passage of the Declaration, one of Independence Hall, and of the Liberty Bell.
4. Make a map to illustrate the New York campaign.
5. Prepare yourself to write a clear answer to the question: Why did each side consider it important to control the Hudson?
6. Write a paragraph or two describing the retreat from Long Island. Make your description as picturesque as possible.
7. Discuss the question: Did Washington accomplish any good by the New York campaign? If so, what?
8. Compare Washington and Howe as generals, from what you have seen of them in the two campaigns studied. What quality seems most prominent in the character of each?

### FOR YOUR NOTEBOOK

- IV. Independence. [Tell when and by whom declared.]
- V. Campaign around New York.
  - a. Importance of New York to each side.
  - b. What the British accomplished in the campaign.
  - c. What the Americans accomplished.

## XX

### SOME HOLIDAY HAPPENINGS IN NEW JERSEY

To us, to-day, looking back upon the events we read of in the last chapter, it is easy to see that Washington did all that could be done with the forces at his command. — that he really did a great deal, in fact. To the people of the newly formed United States, the matter looked quite different; it seemed merely defeat and disaster, and a profound discouragement spread everywhere in America. The soldiers of the Continental army shared this feeling, began to lose hope, and to long for their homes again. The first great excitement was over. The terms of enlistment of many of the companies of militia expired, and the men could not be induced to remain.

The main army, under Washington, had been obliged to continue its retreat across New Jersey, closely followed by a large body of the British under Lord Cornwallis. By the time the Americans reached Princeton, there were but three thousand of them left. It would never do to risk a battle, and Washington could only retreat once more. He led his little army across the Delaware early in December, and to prevent the British following, carried with him every boat that could be found on the east bank of the river for miles.

The British reached the river, and Cornwallis was eager to gather boats and follow the Americans into Pennsylvania; but Howe, who had just come on from New York, thought it best to wait a few days in the hope that the river would freeze over, and so save the trouble of finding

boats. The army was spread out along the river, with its center at Trenton. There seemed nothing to do but wait, so Howe and Cornwallis both returned to New York for the Christmas holidays.

The difficulties Washington had to face during the last month of the dying year of 1776 would have daunted a man less brave than he. He had to watch his army dwindle away day by day; he had to remember that on New



A CONTINENTAL SOLDIER.

Dec., Year's Day many more of them would reach the end of  
1776 their terms, and would probably go home. He had to suffer from the plottings and disobedience of one of his generals, Charles Lee, who had been placed in charge of half the army, and who was a great trouble to the commander. Lee had been left behind in the Highlands with his division, and when early in the retreat across

New Jersey, Washington had sent word to him to join the main army, Lee had pretended not to understand, or to regard the orders as mere advice. Later, in the face of repeated and positive orders, he still disobeyed, and when he finally did set out, he wasted day after day on the road, until Washington's patience was sorely tried.

Fortunately for Washington and for the American people, General Lee was somewhat careless one night in sleeping at a wayside tavern several miles from his army. Here he was captured by a party of British scouts and carried off, rather scantily clad, to the British lines. The Americans at the time thought this a great misfortune, but time has proved that it was not. It is now known beyond a doubt that Lee was doing all he could against Washington, in order that he might secure the great commander's position for himself.

These were dark days for Washington and for the success of the Revolution. It seemed as though any day might see Washington without an army, and the people with no heart to continue the war. The British commanders offered to pardon all who during the next sixty days should pledge allegiance to the British government; and in less than ten days more than three thousand of the people of New Jersey accepted the offer.

Washington saw that something must be done to revive the sinking courage of his countrymen, to inspire confidence in Congress, to show the British that the war was not yet crushed. And this is what he did.

The forces that had been under Lee's command had

reached the main army at last. Washington now had six thousand men. The British had thirty thousand in New York and New Jersey, with three strong divisions facing the Americans on the Delaware. The center of the British force consisted of twelve hundred Hessians under Colonel Rahl at Trenton. Washington believed that he could make a successful attack upon them, and he carefully laid his plans to do so.

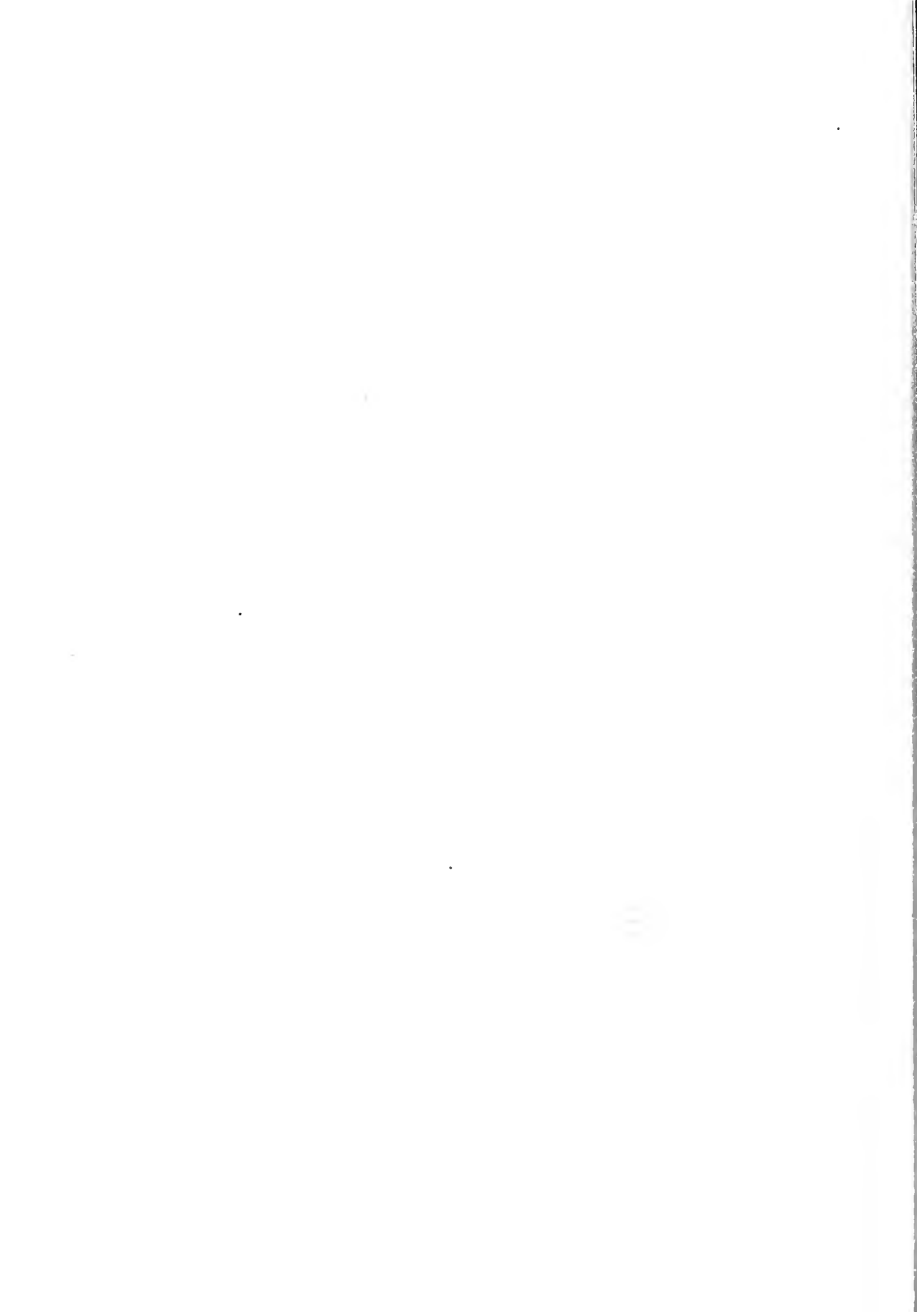
On Christmas night, while the Hessians were celebrating Christmas in good German fashion, four detachments of the American army were to cross the Delaware, and to combine in an attack upon the town. By the time the Americans reached Trenton it was expected that the Hessian revelers would be sleeping off the effects of their gayety, and it would be easy to capture them all.

Dec. 25, 1776 The appointed day came. It was chill and stormy. By night the air was full of sleet and snow, and it was bitter cold. The biting winds blew the floating ice here and there in the river, making it almost impassable. When Washington reached the river bank, word was brought to him that for one reason or another every one of the three detachments that were to aid him had failed. But neither storm nor danger from the floating ice nor failure to receive the aid he had expected could keep him back now.

It took ten hours of terrible labor to get the twenty-four hundred men all safely across, and it was four o'clock in the morning before the little army was ready to begin its march of nine miles to Trenton. Everything took



WASHINGTON CROSSING THE DELAWARE.  
(From the painting by Emanuel Leutze.)



place as Washington had expected. The Hessians, roused from the heavy sleep which followed their carousals of the night before, were too bewildered to fight, and nearly a thousand of them, with all their arms, were captured. The Americans lost but two men in the fight, and two who were frozen to death on the way.

Here, at last, was a victory, and its effect upon army and people was as great as even Washington could have wished. And the general had not finished yet. Cornwallis cut short his Christmas festivities in New York, and hastened to attack Washington at Trenton. Leaving two thousand men at Princeton, Cornwallis marched toward the American camp "to finish this business up." All along the road the British were worried by skirmishing parties sent out by Washington, so that it was nearly night when they finally reached the American camp. It seemed best to Cornwallis to wait until morning to make an attack, as it had seemed best to Howe at Brooklyn. And, as on that occasion, it seemed best to Washington not to be there when morning came. Cornwallis sent for his two thousand men at Princeton to join him in the morning, and went comfortably to bed, saying, "Now we have the old fox," never dreaming that the "old fox" was even then creeping away with his army toward Princeton. Jan.,  
1777

It is quite true that the British sentinels heard the noise of men working on the American intrenchments all night, and saw all night the light of American camp fires. But this only showed the slyness of the "old fox," who had



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left these few men there on purpose to mislead the British. Toward daybreak they stole off through the woods, and it was a dreary, deserted camp which met the astonished eyes of the British when morning came.

What had become of the "old fox" and his army? That remained to be seen. There was a strange rumbling sound in the distance. Could it be thunder? No, it was the sound of guns, and it was no longer a question

where Washington had gone. He must be fighting with Cornwallis's reinforcements from Princeton. Cornwallis started at once to the assistance of his troops. It was, however, too late. Washington had met them, and had entirely defeated them. Then, feeling sure that he could

not be overtaken, since he had taken pains to cut down every bridge his army had passed over, Washington proceeded leisurely to the heights around Morristown. There he was quite safe from British attack.

As for Cornwallis, as Henry Cabot Lodge says, he "gave up his plan of immediately crushing and destroying the American army, stopped his pursuit, withdrew all his men to Amboy and Brunswick, contracted his lines, and decided to allow the effacement of the American army to wait until spring."

#### THINGS TO REMEMBER

1. The American army was rapidly decreasing in numbers. Both soldiers and people were much discouraged.
2. Washington was obliged to continue his retreat across New Jersey, and then beyond the Delaware into Pennsylvania.
3. The British followed to the Delaware, but because of lack of boats stopped there, and waited for the river to freeze over.
4. Washington attacked about a thousand Hessian soldiers at Trenton, and captured them all.
5. Cornwallis proceeded to Trenton to seize Washington's army. By another night retreat Washington left the British guarding only an empty camp.
6. Proceeding to Princeton, Washington attacked and defeated two thousand of Cornwallis's men, who were setting out to join him.
7. Washington then made his way to the heights at Morristown, where he was safe from attack.

#### THINGS TO READ

1. "The Story of the Revolution," by H. C. Lodge, pp. 208-227.
2. "George Washington," by Horace Scudder, pp. 156-169.

3. "Hero Tales from American History," by Henry Cabot Lodge and Theodore Roosevelt, pp. 45-55.
4. "A Short History of the Revolution," by Tomlinson, pp. 130-153.
5. "George Washington," by E. E. Hale, pp. 196-203.
6. "The Campaign of Trenton," by S. A. Drake, pp. 50-112.
7. "Stories of the Old Bay State," by E. S. Brooks, pp. 136-144.
8. "The Boys of '76," by C. C. Coffin, pp. 129-151.
9. "Stories of New Jersey," by F. R. Stockton, pp. 117-213.
10. "Thankful Blossom," by Bret Harte (a story).
11. "The War of Independence," by John Fiske, pp. 116-122.

### THINGS TO DO

1. Find the meaning of *enlistment*, *daunted*, *detachments*, *revelers*, *carousals*, *skirmishing parties*, *reinforcements*, *leisurely*, *contracted*, *effacement*.
2. Make a map to illustrate the New Jersey campaign.
3. Place in your portfolio a copy of Leutze's picture of Washington crossing the Delaware: one of Faed's picture of Washington at Trenton: and one of Trumbull's Battle of Princeton.
4. Discuss the question: In what ways did Washington show himself a great general in this campaign?
5. Prepare yourself to write an answer to the question: What were the results of the New Jersey campaign?
6. Write a short description of the battle of Trenton. A small copy of the picture of Washington crossing the Delaware may be used to illustrate it.

### FOR YOUR NOTEBOOK

- VI. The New Jersey campaign.
  - a. Washington's retreat — the British pursuit.
  - b. Trenton.
  - c. Princeton.
  - d. Results.

## XXI

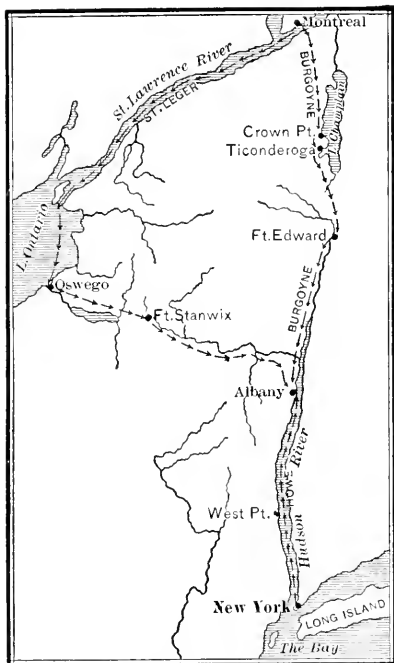
### THE BRITISH PLAN FOR 1777

For a time, in the autumn of 1776, all England was ringing with "Howe's great victories in America," and it was supposed that the war was practically finished. The events therefore of the last days of the year came with something of a shock to the British ministry. It began to seem that there was still something to be done in America. The ministry began at once to plan a new campaign.

The plan of cutting the colonies in two by getting control of the Hudson must be tried again. This was certainly the wisest thing for the British to attempt, and should it succeed, would prove a severe blow to the Americans. It had failed once. It must be carefully planned and still more carefully executed this time, that it might not fail again.

The main army was still in New York, with Howe in command. The Northern army was in Canada, whither it had returned after an unsuccessful effort to get control of Lake Champlain. Both of these divisions were to be used in the new plan. There were three distinct parts to the plan.

1. The main body of the Northern army was to be sent under Burgoyne by way of Lake Champlain to Crown Point and Ticonderoga, which he was to seize, and then march down the Hudson to Albany.



THE BRITISH PLAN FOR 1777.

2. At the same time a smaller division under Colonel St. Leger would go by way of the St. Lawrence and Lake Ontario to Oswego. From there St. Leger would set out to overcome Fort Stanwix, in the Mohawk Valley, and when this was done, would follow the Mohawk to the Hudson, and so join Burgoyne at Albany.

3. The main army under Howe, or part of it under some general he might select, was

to come up the Hudson and complete the union of the British forces at Albany.

This then, was the plan, as it was worked out on paper in England. How it succeeded when transferred to the wildernesses of New York we shall later discover.

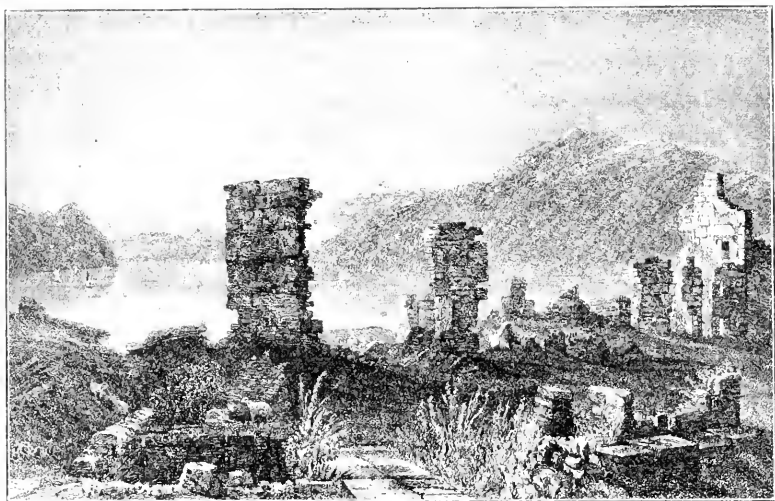
There was, of course, the danger that any one of the three divisions might suffer defeat and so never reach the meeting place. But the ministry had much faith in the strength of the Tories in New York, and believed that both Burgoyne and St. Leger would be marching through a friendly country.

Our next question must be.—What force had the Americans to withstand this triple invasion? They, too, had their Northern army, a body of about five thousand men, under the command of a general in whom Washington had great confidence,—Philip Schuyler. From the beginning of the war Schuyler had been guarding the New York frontier. Now it began to look as though he would soon be in the thickest of the fight.

Washington was still at Morristown. He did not dare come north to take part in the new campaign, not knowing just what the British were planning, and so not thinking it safe to leave Howe and his army unguarded.

In June Burgoyne started south with about eight thousand men, finely equipped and confident of success, while St. Leger led his force of a thousand toward the west. Both divisions were accompanied by Indian allies. At first everything went well with Burgoyne's undertaking. Reaching Ticonderoga, the British found a high rock overlooking the fort, which the Americans had failed to fortify, believing that it was too steep for any one to climb. This was a mistake, however, as the American garrison found, when they looked up at the rock and saw red-coated men moving about on it, and the mouth of a cannon yawning

June,  
1777



RUINS OF TICONDEROGA.

grimly before their eyes. To stay meant capture, so St. Clair, the American officer in command of the garrison decided to leave the fort. Burgoyne's army marched in, and news of Burgoyne's first victory was quickly dispatched to Canada and England.

Meanwhile Schuyler had come up to Fort Edward, and here St. Clair joined him. Burgoyne, who was highly elated by his victory at Ticonderoga, was anxious to follow it up by meeting and overcoming the whole of the American force. He was sure that he could easily do this, and perhaps he might have done so if he could have reached at once Schuyler's poorly equipped army. Schuyler, however, had no intention of allowing the British to reach him at once. Time was what he needed

and what he determined to have. Already the Indian allies of the British were beginning their inhuman deeds, and already the militia in the towns along the line of the British march were rising to protect their homes. Every day that Burgoyne could be delayed would increase their numbers.

The roads along which the British would come were not very good roads at their best, and Schuyler immediately went to work to make them still worse. His men exchanged their guns for spades, hatchets, and pickaxes, and when Burgoyne had passed Skenesboro he began to see the fruits of their labor. Great trees blocked the way, with their branches intertwined and tangled. Rough stones and heaps of brush were scattered everywhere. The little streams which might have helped the progress of the men were choked with sticks and stones. The bridges over larger streams which must be crossed were carefully hewn down. Burgoyne had to rebuild forty of them between Skenesboro and Fort Edward. It took him twenty-four days to cover twenty-six miles, and when he reached Fort Edward it was only to find that Schuyler had moved down the river to Stillwater. Burgoyne began, no doubt, to be a little impatient. When should he get an opportunity to fight that rebel army?

For several reasons affairs did not look so bright as they had looked a month before. The army was delayed by lack of horses to drag the cannon, and the men were even beginning to feel the lack of food. General Lincoln of the rebel army was busy in Vermont collecting stores and

July,  
1776

organizing the militia, which, it was rumored, would presently attack Burgoyne from the rear, thus cutting off his communication with Canada. Burgoyne's idea of seizing the little town of Bennington, where the American



BURGOYNE'S ARMY ON THE ROAD FROM LAKE CHAMPLAIN TO  
FORT EDWARD.

stores were, was no doubt a good one. He could so obtain the horses and provisions he so much needed, and at the same time disturb the plans of the farmer soldiers of Vermont, and perhaps put an end to that danger.

Accordingly, five hundred German soldiers were sent out to capture the stores at Bennington. The militia, however, was ready for them. Colonel John Stark, of whom we have heard before, was at home at the time, and he promptly led eight hundred men to oppose the attack, besides sending for help from Lincoln. The commander of the German troops began to think he had a harder task than he had expected. He sent to Burgoyne for more men, and another five hundred were sent him. But even these did not save him from defeat. When darkness put an end to the day's fight at Bennington, Stark and his men were the victors, and almost all of the German force were their prisoners. Aug.,  
1777

Burgoyne was worse off than before, and it would not be strange if his impatience were fast changing to discouragement.

#### THINGS TO REMEMBER

1. The British plan for 1777 had three parts.

*Burgoyne* was to descend Lake Champlain and the Hudson to Albany, securing the Hudson Valley for the British.

*St. Leger* was to set out from Oswego to take possession of the valley of the Mohawk and to join Burgoyne at Albany.

*Howe* was to come with or send part of his force from New York, capturing the lower Hudson and completing the union of the British forces.

2. Burgoyne was successful until he reached the lower end of the lake. From there on his progress was very slow. He needed horses and provisions. A detachment sent out by him to seize supplies at Bennington was captured by the Americans. Burgoyne was somewhat disheartened.

## THINGS TO READ

1. "The American Revolution," by John Fiske, pp. 272-285.
2. "A Short History of the Revolution," by Tomlinson, pp. 173-190.
3. "Burgoyne's Invasion," by S. A. Drake, pp. 27-89.
4. "Hero Tales from American History," by Lodge and Roosevelt, pp. 59-67.
5. "The Boston Tea Party," by Watson, pp. 82-97.
6. "The Boys of '76," by C. C. Coffin, pp. 122-194.
7. "The War of Independence," by John Fiske, pp. 125-134.

## THINGS TO DO

1. Find the meaning of *executed*, *triple incursion*, *frontier*, *rumored*.
2. Draw a map, showing the proposed routes of the three divisions of the British forces.
3. Discuss in class the weak points in the British plan.
4. Compare Burgoyne with Howe.
5. Imagine yourself a British soldier in Burgoyne's army. Describe your experiences during the march from Skenesboro to Fort Edward, as you might have written it to some friend in England.

## FOR YOUR NOTEBOOK

## VII. The campaign of 1777.

- a. Burgoyne reaches Fort Edward — victories — Crown Point and Ticonderoga; delay and defeat — Bennington.

## XXII

### IN THE VALLEY OF THE MOHAWK

LEAVING Burgoyne at Fort Edward, where he remained for some weeks, we must consider the second part of the plan — St. Leger's expedition — and its success or failure. Reaching Oswego without difficulty, St. Leger and his men set out on their wilderness march to Fort Stanwix. St. Leger had added to his force at Oswego a regiment of Tories and many Indians, so that he had in all about seventeen hundred men when he reached the fort, and going into camp before it, demanded its surrender. But the garrison had no idea of surrendering, and there was nothing for St. Leger to do but to besiege the fort.



Aug.,  
1777

Two expeditions were at once organized to relieve the besieged garrison. One of these was a force of twelve hundred men under Benedict Arnold, sent out by Schuyler from Stillwater. The other, and the first to reach the scene of action, was a band of militia recruited from the Mohawk Valley and led by General Nicholas Herkimer. St. Leger was to find that though there were



BENJAMIN FRANKLIN'S  
PROPOSED FLAG

many Tories in the Mohawk Valley, as he had been told, there were also many men ready to rise and protect their homes against the savage invaders he was bringing into the valley. Among the eight hundred men who set out with Herkimer many a man had neighbors, friends, or relatives in the Tory regiment which had lately joined St. Leger. General Herkimer himself had a brother on the Tory side. But no thought of family or friends held them back.

When Herkimer's men reached a point within eight miles of the fort they halted, and Herkimer proceeded to carry out the plan he had formed. Two messengers were sent to the fort to tell the commander about the relief party in the forest. When the messengers reached him he was to fire three cannon as a signal, and then at once begin an attack on St. Leger. Herkimer, as soon as he heard the signal guns, would attack from the rear.

Had Herkimer been able to carry out his plan, it might have been made a success. It was expected that the messengers would reach the fort at about three o'clock in the morning, and at about that time the party in the forest began to listen for the guns. Hour after hour passed, but no guns were heard. The officers became very impatient. They urged Herkimer to go on, without waiting for the guns, saying that no doubt they had been fired but had not been heard. At last the officers accused the old man of being really a Tory at heart, like his



brother, and of wishing the plan to fail. This was too much for the old patriot, and he gave the order to march.

Herkimer was right. The messengers were still on the road, and the garrison in the fort knew nothing of the approach of a relief force. St. Leger had heard of it already, however, and at once sent out a part of the Tory regiment, who knew the country, with a force of Indians to assist them.

Herkimer's men had reached a closely wooded hollow in the forest, where a rude bridge over a little stream made a hard road for horses and men. All were absorbed in getting across the bridge when the sound of the war whoop close on either side told them that they were surrounded. It was a frightful battle that followed. Fighting hand to hand, against Tory neighbor or savage foe, Herkimer's brave men held out for hours. The old general was wounded, but ordering his saddle placed on an old stump he sat coolly issuing orders and smoking his pipe, as though he had no thought of danger.

In the midst of the fighting a heavy shower came up; torrents of rain fell, putting an end to the battle. And as quiet descended upon the scene, three signal guns were heard in the distance, telling the rash young officers that the old general had been right and that their impatience had driven him to the death which was now close at hand. It was hard to tell which side was victorious. Each had



lost many men — Herkimer so many that it was useless to think of renewing the attack. The patriots of the Mohawk Valley sadly returned to their homes. They had done their part, however, and had helped along St. Leger's final overthrow.

That came about two weeks later, and strangely enough was accomplished without a blow. Arnold's party had marched from Stillwater, and was nearing the fort. Having captured many Tory spies, Arnold found among them a half-witted fellow whom he resolved to make useful. Promising him his freedom as a reward, Arnold sent the young man to St. Leger's camp to spread there the story of a great force of Americans on the way. So well did the boy do his work that there was great fright in the British camp. The Indians deserted, as did many of the soldiers, and finally St. Leger with the little remnant of his army took to the woods, and returned to trouble Fort Stanwix and the Mohawk Valley no more.



### THINGS TO REMEMBER

1. St. Leger laid siege to Fort Stanwix with a force of regulars, Tories, and Indians.
2. A band of militia from the Mohawk Valley tried to relieve the garrison of the fort, but did not succeed.
3. Alarmed by rumors of the coming of a large army of Americans, St. Leger's men began to desert. With the few of his men who were left, St. Leger set out for Canada.
4. This part of the plan was thus a total failure

## THINGS TO READ

1. "A Short History of the Revolution," by Tomlinson, pp. 191-203.
2. "The Boys of '76," by C. C. Coffin, pp. 195-203.
3. "Burgoyne's Invasion," by S. A. Drake, pp. 90-94.
4. "Our Country's Flag," by E. S. Holden.
5. "Paul and Persis," by Mary Brush (a story).
6. Selections from "In the Valley," by Harold Frederic (a story).
7. "The Boston Tea Party," by Watson, pp. 210-218.
8. "The War of Independence," by John Fiske, pp. 134-137.

## THINGS TO DO

1. Find the meaning of *recruited*.
2. Make a map, showing St. Leger's expedition.
3. Discuss the question: What was the effect of the use of Indians in this campaign of the British? Did it help or hinder them?
4. Form an opinion as to the method used by Arnold to scare St. Leger's men. Do you think that the old saying, "All is fair in war," is true?
5. It is said that the "Stars and Stripes" was first used by the besieged garrison of Fort Stanwix. Find out when this flag was adopted by Congress, by whom it was designed, and what flags had been in use by the Americans during the earlier part of the war.
6. Write a short history of the flag. Tell what each part of the design means. If you can illustrate your composition by a water-color sketch or a drawing, do so.

## FOR YOUR NOTEBOOK

- b. St. Leger besieges Fort Stanwix — his force is scattered.

## XXIII

### THE END OF THE PLAN

THE second part of the plan — St. Leger's expedition — was thus a complete failure. When the news reached Burgoyne, he was more profoundly discouraged than ever. His situation was becoming desperate. Lincoln's volunteers had succeeded in cutting off his only source of supplies, and the question of food for his soldiers was one that must be answered. His only hope now lay in the third part of the plan, — Howe's expedition up the Hudson. How eagerly Burgoyne looked for some word from Howe we can imagine; but here again he was doomed to disappointment. When Howe's share in the Northern campaign was first suggested to him by the ministry, he had mentioned in his reply a plan of his own which might interfere. In response to this the ministry had written positive orders to him to let nothing interfere with his aiding Burgoyne at the proper moment.

Still Burgoyne, anxiously waiting, saw nothing of Howe or Howe's army. What could be the reason? It was a long time before this question could be answered. Then the answer was found in the shape of a dusty paper in one of the pigeonholes of a London desk. The "positive

orders" had been entirely overlooked, and had never been sent to Howe at all.

Howe meanwhile was as busy as a man could be in carrying out the "plan of his own" he had mentioned. This was nothing less than the taking of Philadelphia. We know now that Charles Lee, still a prisoner in British hands, was acting the part of a traitor, and had suggested this idea to Howe; but, though doubtless Lee meant to help the British cause, he succeeded only in hindering it. Taking Philadelphia would do the British little good. Sending aid to Burgoyne was, on the contrary, absolutely necessary if he were to be saved from utter defeat.

To be sure, Howe meant to do both. He started across New Jersey early in June, intending to capture Philadelphia and return in time to meet Burgoyne at Albany. But the "old fox" was on the watch for him, and Howe found it impossible to get by the American army. After wasting nearly a month, the British returned to New York and started once more, by sea, knowing that the Americans could not trouble them there. June, 1777

When Howe landed his army at the head of Chesapeake Bay it was already late in August. The day of Bennington had come and gone. St. Leger's force had been scattered. Burgoyne was in great danger, and Howe was hundreds of miles away from him. Washington saw that if he could delay Howe still more, Burgoyne must surely surrender or his army be entirely crushed. So he set to work to delay Howe, and though the Americans were twice defeated in the campaign that followed, it was the

end of September before Howe took possession of Philadelphia, and another month had passed before he obtained control of the Delaware, so that he could be sure of keeping what he had gained.

Sept., 1777 There was no longer any question of returning to help Burgoyne. It was too late. About the middle of September, Burgoyne, weary of waiting for help which did not come, and driven by the hunger of his men, had crossed the Hudson and prepared to attack the American army. This was now under the command of General Gates, Schuyler having been removed only a few days before. Two battles were fought. In the first of these the British claimed the victory, since at the close of the fighting they held the ground where the battle took place; but it was a poor victory. Only three thousand of the Americans took part in the battle, under the command of Benedict Arnold, the hero of Quebec. Arnold asked Gates for more men, but was refused. This led next day to a bitter quarrel, in which Gates told Arnold that he had no further use for him, and Arnold prepared to return to Washington's camp. The officers, however, implored him to stay, and he consented, though he had, of course, no longer a place with the rest. We are told that "Gates took no more notice of him than of a dog."

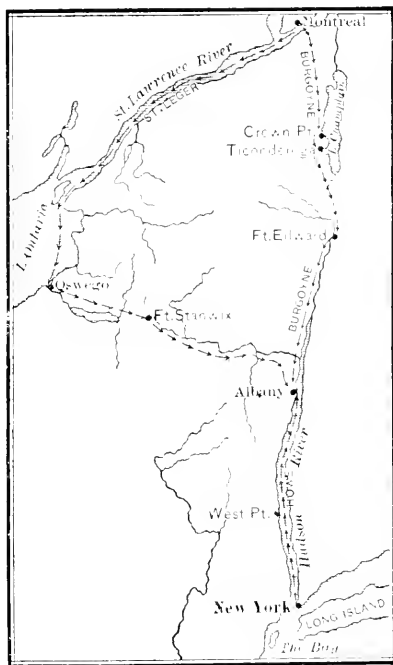
In the second battle, which took place near Saratoga, the British were entirely defeated, and were forced to retreat. During the battle, Arnold had been watching from the heights, until at last, seeing an opportunity to drive back a division of the British, he could remain away

no longer; flinging himself upon his horse, he galloped into the midst of the fight. His men shouted with joy at sight of him, and charged with renewed vigor. Arnold himself fought with furious energy, and it is believed by many that the victory was really due to his efforts.

Burgoyne attempted to retreat across the Hudson, but the way was now closed. He was surrounded on every side by soldiers of the Continental army, or by New York and New England militia. He still heard nothing from New York, and, on October 17, being unable to wait longer, he surrendered with his whole force.

It was agreed that the British soldiers, after

leaving their arms at Saratoga, should march across Massachusetts to Boston, there to take ship for Eng-  
land, promising to take no further part in the war.  
And so came to an end the carefully studied "British  
plan for 1777."



THE END OF THE PLAN.

Oct.,  
1777

## THINGS TO REMEMBER

1. Burgoyne anxiously awaited aid from Howe, but it did not come.

2. Howe meanwhile was engaged in taking Philadelphia. He meant to return in time to aid Burgoyne.

3. Washington succeeded in so delaying Howe that before he could send any help to Burgoyne it was too late.

4. Burgoyne, desperate for want of food and supplies, attacked the Americans. There were two battles, and Burgoyne was utterly defeated. His surrender completed the failure of the "plan for 1777."

## THINGS TO READ

1. "George Washington," by E. E. Hale, pp. 204-213.

2. "A Short History of the Revolution," by Tomlinson, pp. 204-226.

3. "Burgoyne's Invasion," by S. A. Drake, pp. 95-142.

4. "The Boys of '76," by C. C. Coffin, pp. 204-244.

5. "The War of Independence," by John Fiske, pp. 137, 138-142, 143.

6. "American Fights and Fighters," by C. W. Brady, pp. 71-83.

## THINGS TO DO

1. Find the meaning of *source of supplies*.

2. Make a map to illustrate Howe's movements and those of Washington near Philadelphia.

3. Place on the map you made to illustrate St. Leger's expedition, Burgoyne's route from the time he reached Ticonderoga until his surrender. This will show how the plan mapped out by the British came to an end.

4. Learn the date of Burgoyne's surrender, October, 1777, as the end of the British attempts to secure the Hudson.

5. Gates was much praised for his victory in the North, and Washington blamed for the defeats near Philadelphia. Think out why it was that Washington's work was really a great aid to the Northern army.

6. Make a list of the battles of the war thus far, marking each to show which side claimed the victory.

7. Review all the dates you have been asked to learn.

8. Place in your portfolio a picture of Burgoyne's surrender.

### FOR YOUR NOTEBOOK

*c.* Howe's campaign around Philadelphia.

*d.* Burgoyne's defeat, October, 1777.

[Use the three maps you have made in connection with the last three chapters.]

## XXIV

### ANOTHER SIDE OF WAR

IN carrying on a war there are many things beside the actual fighting to be considered. Men must be found to make up the army which is to fight. Money must be raised with which to pay these men and to purchase supplies. Supplies must be collected to provide the soldiers with food and clothing, with guns and powder and bullets. Horses must be obtained to convey these supplies to the camps of the army. It is sometimes necessary to ask aid of foreign nations, and men must be sent to carry on negotiations with their governments. All of these things are important, and for all of them a strong government which can make laws and enforce them is needed.

All through the Revolution the lack of a government was one of the worst troubles the new nation had to face. The Continental Congress was not a government, and it could do little except advise the states what it was best to do. Men, money, and supplies were absolutely necessary, yet Congress had no power to procure any of them. The soldiers sent to the Continental army by the states were usually enlisted only for short terms, so that the army was constantly changing, and Wash-

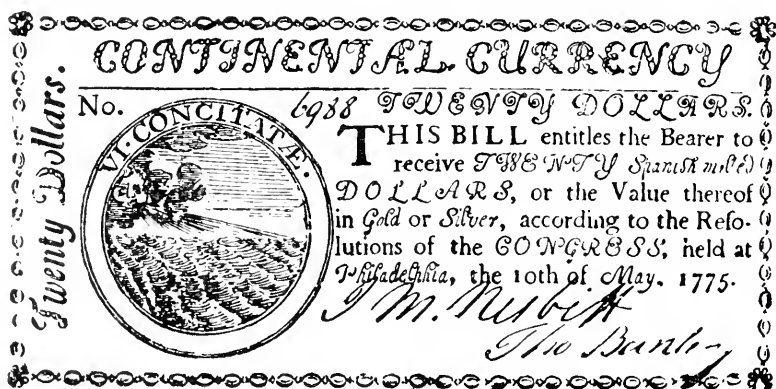
ington often despaired of ever getting a well-organized force of men.

The matter of money, too, was a very serious one. If Congress had had the right to tax the people, money might have been raised, as in our own time it was raised to carry on our war with Spain. But Congress could only recommend to the states that they should each raise a certain amount, of which very little was ever paid. The next thing to be tried was borrowing, but not many people like to lend unless they feel some certainty of being repaid. Some money was raised in this way, however. The French government advanced some, being quite ready in a quiet way to injure her old enemy, England. Then, too, some public-spirited Americans did what they could,—Franklin, who lent Congress his little savings; Washington, who refused pay for his services and offered his private fortune to pay his soldiers should Congress fail; and Robert Morris, a Philadelphia banker, who did more than any one else to provide funds for the war.

Still much more was needed, and because there seemed no other way Congress began early in the war to issue paper currency, that is to pay its debts with promissory notes which were to be redeemed in gold when the war was over. As the war went on, more and more of this paper money was issued. People began to be afraid that Congress could never redeem these notes, and to refuse to accept them in payment of debts. A paper dollar was no longer worth a dollar. In 1778 it took six or eight of them to buy a dollar's worth of goods, and before the war

was over it took ten paper dollars to be worth one cent. Still Congress kept on issuing more notes, until a piece of "Continental money" became the symbol of worthless things, and we still sometimes hear people say, "not worth a Continental."

Of course it was hard to get soldiers to reenlist when their terms expired, since only worthless paper money could be given them to send home to their families, and since even



A PIECE OF CONTINENTAL CURRENCY.

food and clothing were almost impossible to obtain in the camps. For in the matter of supplies the army suffered terribly in the winter which followed Howe's taking of Philadelphia. Late in the autumn, Washington had taken his soldiers into camp for the winter at Valley Forge, a natural fortress in the hills, only about twenty miles from Philadelphia. The winter was a dreary one. Little huts of boughs were built by the men, who clustered about the

camp fires to keep from freezing, and often sat up all night because they had no blankets in which to wrap their shivering forms. The snow was deep, and many of the men had no shoes, so that they left bloody tracks behind them



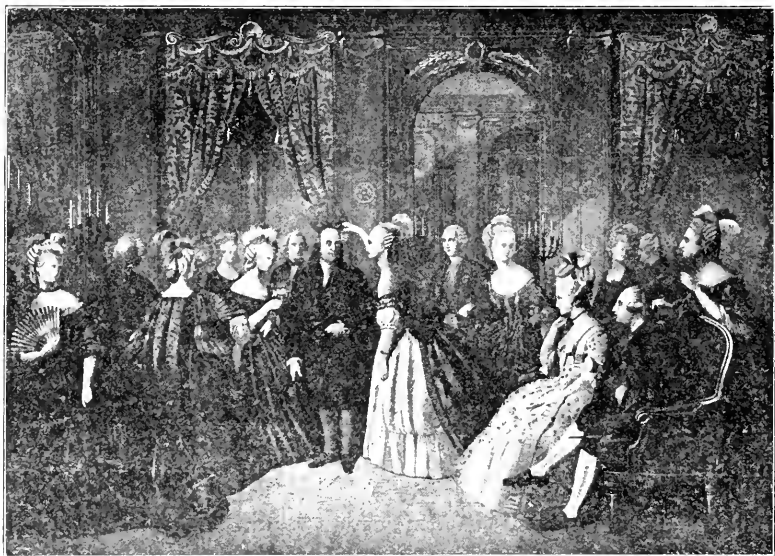
WASHINGTON AND LAFAYETTE AT VALLEY FORGE.

on the snowy ground. Many were sick, and many died from lack of clothing.

The worst of this sad story is that much of the suffering was unnecessary. Congress was making many mistakes in these days, and one of them was in its management of army supplies. Incompetent men were appointed to take charge of them, with the result that men suffered and died

sometimes for lack of things which they might have had if affairs had been properly managed.

Congress was no longer the body of great men it had once been. Many of the greatest of its early members were now serving in other fields,—in the army, as was Washington; in the state governments, as were Thomas Jefferson and Patrick Henry; or abroad, as was Franklin, who was in France, urging the French government to come



FRANKLIN AT THE COURT OF FRANCE.

out openly as the ally of the United States. The Congress had lost much in power and influence, and it often did very foolish things.

The winter at Valley Forge was a dreary one for Wash-

ington as well as for his soldiers. Not only did he have to see the suffering he could not relieve, and the mistakes of Congress that he could not rectify, but personal enemies were appearing in his army and in Congress, who plotted at nothing less than his downfall. Gates, the "hero of Saratoga," as he was called, though he had done little to deserve the title, was very popular at this time, and his vain, jealous ambition led him to believe that he might be commander in chief. His schemes, and those of his friends, were finally overthrown, and Washington placed more firmly than ever in the hearts of the people, but the matter was a source of worry to the great commander through much of the winter.

There was a silver lining, even to the dark cloud which hung over Valley Forge. In February Franklin succeeded in making a treaty of alliance with France. That meant money and soldiers and a fleet to aid Washington and his army. The French had come at last to believe that the Revolution might succeed. The news of the treaty put renewed courage into the hearts of the men at Valley Forge, and new vigor into their daily drill; for they were drilling, in spite of cold, and snow, and suffering. A foreign officer, Baron Steuben, had lately joined Washington's staff, and he was the drillmaster. Few better could have been found, and so heartily did he work, and so faithfully did the men follow his commands, that when the army left Valley Forge the next June, it was a stronger, better army than it had ever been before.

So much fault had been found in England with Howe's

conduct of the last year's campaign, that in the spring of 1778 he resigned his position, and went home to explain matters. This left Sir Henry Clinton in charge of the British forces. All winter the British soldiers in Philadelphia had remained idle.



BARON STEUBEN.

Indeed, there was nothing that they could do with Washington close by in his snow-bound camp at Valley Forge. So it was a winter of idleness, of comfort and merry-making in the Quaker City, — all of which may have been pleasant, but did not accomplish much toward conquering the Americans.

June,  
1778

In June Clinton resolved to leave Philadelphia, and rejoin the rest of the British forces in New York. The Philadelphia Tories, who had been spending a gay winter, entertaining the British officers, did not dare remain behind when the soldiers went, so Clinton sent three thousand of them with his fleet to New York, while he set out with his army to march across New Jersey. Washington saw a chance to strike a blow at Clinton's retreating army, and so perhaps win a great victory. After taking possession of Philadelphia he set out with his now well-trained soldiers, and by rapid marching gained a position where he could attack Clinton.

The battle of Monmouth followed, and but for one thing

might have been the brilliant victory for which Washington hoped. This one thing was the presence of General Charles Lee. This mischief-maker had not made trouble enough, it seemed; when exchanged by the British he had come back unquestioned to his place in the army, since no one knew of his treacherous dealings with Howe, and since Washington was generous enough to overlook his former disobedience. The battle of Monmouth ended his career in the Continental army, however; for, through his flat disobedience of orders, the Americans came near suffering a disastrous defeat. This would probably have happened had not Lafayette, seeing the strange behavior of Lee, hastened to warn Washington. Coming up with all haste to



A COLONIAL MINUET.

the scene, Washington sharply reprimanded Lee, and ordered him off the field. Then rallying the retreating men, he prevented defeat, though it was too late to think of a real victory. Something had been accomplished, however, and Lee had failed of any result except his own downfall.

### THINGS TO REMEMBER

1. There were many difficulties for the new nation to face besides that of winning battles.

2. The Continental Congress was only an advisory body. It could not enforce its own decrees.

3. Men, money, and supplies for the army were very difficult to obtain.

4. The ability of the men now in Congress was less than at the beginning of the war. They made many mistakes.

5. One of these was in regard to money. Congress issued paper money—promises to pay when the war was over without much certainty of then having the money with which to pay. People were afraid to accept this paper money, and it soon became worthless.

6. Because of poor management of army supplies, the soldiers of Washington's army suffered much in their winter camp at Valley Forge for lack of food and clothing.

7. There were plots against Washington, but they fortunately failed.

8. France at last entered into a treaty of alliance with the United States.

9. In spite of cold and hunger the men of the Continental army were thoroughly drilled during the winter by Baron Steuben.

10. The following summer the British left Philadelphia and took their force back to New York. Washington attacked them on the way, but neither side could claim a victory.

## THINGS TO READ

1. "The Story of the Revolution," by H. C. Lodge, pp. 303-306, 312-324; Vol. II, pp. 169, 170.
2. "The American Revolution," by John Fiske, Vol. II, pp. 50-56, 197-199.
3. "George Washington," by Horace Scudder, pp. 170-193.
4. "A Short History of the Revolution," by Tomlinson, pp. 227-248.
5. "George Washington," by E. E. Hale, pp. 213-225.
6. "Famous American Statesmen," by S. K. Bolton, pp. 38-66.
7. "Boys of '76," by C. C. Coffin, pp. 254-261.

## THINGS TO DO

1. Find the meaning of *negotiations, advisory, currency, promissory, redeemed, symbol, incompetent, rectify, treacherous*.
2. Review the war to this point by means of your maps.
3. Contrast the condition of the British and the American soldiers during the winter following Burgoyne's surrender.
4. Write on the subject, "War is not all Fighting."  
[Read the first half of Chapter XXIV before you write.]
  - I. Obtaining soldiers — keeping them when once enlisted.
  - II. Supplies — necessity — management.
  - III. Money — why needed — ways of obtaining it.

## FOR YOUR NOTEBOOK

- VIII. Valley Forge — sufferings of the men — causes — the winter's work — plot against Washington.
- IX. Money affairs.
- X. The French alliance.  
[Tell what led the French at last to make the treaty.]
- XI. The British in Philadelphia — their winter — why they left the city — battle of Monmouth.

## XXV

### BATTLES ON LAND AND SEA

1778 AFTER the failure of Burgoyne's expedition, the idea of gaining control of the Hudson was entirely abandoned by the British. One of the first results of Burgoyne's surrender was a proposal by Lord North in Parliament to send over commissioners to America who should try to bring about a peace. He proposed to repeal all the acts that had made the trouble and to give up forever the right to tax the colonies. The Tory party was still anxious to carry on the war, believing that the Americans must be conquered first, and then, if ever, given the rights for which they were fighting. Among the Whigs some believed that it would be better to let the colonies become independent, as they proposed; others that England would lose forever her commercial power if the colonies were lost, and that they must, therefore, be kept at any cost.

Parliament voted to carry out Lord North's proposals, and the commissioners came to America. It was too late—Congress refused to listen to any proposals which did not first acknowledge independence for the states. The commissioners could do nothing but return to England. There was great wrath in the Tory party, and especially

among the king's friends at this, and it was resolved that the rest of the war should be so carried on as to make the colonies glad presently to beg for peace on any terms.

It was to be destructive warfare of the worst kind — destroying towns and villages ; burning homes and capturing or murdering their peaceful occupants ; it was to be, on the frontier, Indian warfare with all its horrors — anything that would exhaust the “rebels,” and so force them to give up. In the story of the remaining years of the war we read of dreadful massacres — Wyoming and Cherry Valley, for example — in which Indians and Tories vied with each other in cruelty ; of such deeds as the destruction of Martha's Vineyard, New Bedford, and Fairhaven in Massachusetts, and of Portsmouth and Norfolk in Virginia ; of the butchery of prisoners, unworthy of a civilized age. Some of the states suffered terribly, but the plan of the ministry to “tire the Americans out” was more or less of a failure nevertheless.

In connection with these scattered raids, the ministry had but one definite plan. This was to gain possession of the Southern colonies, so that they might at least keep them, even if the Northern states should be lost. A complete story of the later years of the war would have to include many stories for which, though wonderfully interesting, we have not time to pause. But the war in the South, the capture for the Americans of the Northwest, and the war on the ocean must claim a little of our attention.

Very early in the war the British had attempted to strike one blow against the South. They had attacked

Charleston, but had accomplished nothing. It was not until the autumn of 1778 that anything more was done in that part of the country. Then Clinton made his first  
1778 move toward carrying out the plan of the ministry. Thirty-five hundred men were sent to Georgia, and it was not long before they were able to report the state conquered. Indeed the cruel deeds of the soldiers had made it impossible for the people to remain in their homes unless they declared themselves on the king's side. Those



A REVOLUTIONARY MUSKET.

who would not do this fled to the mountains, leaving the British to plunder their deserted property.

South Carolina was next in the plan, and Clinton considered this of sufficient importance to demand his own presence. He therefore set out with eight thousand men to join the force already in the South. Washington sent to South Carolina all the men he could spare, making, with the assistance of the militia, seven thousand men to defend the city of Charleston; but the British had almost  
1780 twice as many, and in May, 1780, succeeded not only in taking the city, but with it the entire American army. "We look upon America as at our feet," said an English statesman; and surely this was a heavy blow to the United States. Clinton returned to New York, leaving Cornwallis with five thousand men to complete the conquest of the South.

Discouraging as the outlook was for the Americans, it was clear that another army must be raised to defend the Southern states. Washington did not dare go himself with his army, lest Clinton should seize the opportunity to attempt once more to gain possession of the Hudson; but he sent two thousand more men from his force, and called for militia from all the states south of Pennsylvania. Washington wished to send Nathanael Greene to take command of this new Southern army, but Congress, believing him to be inferior to Gates, who was still known by his undeserved title of the "Hero of Saratoga," sent Gates instead.

"Take care," said Gates's now disgraced friend, Charles Lee, "that your Northern laurels do not change to Southern willows." And Gates needed to take care, for he had none of the military genius Congress believed him to have. He made mistake after mistake, with the result that in August, 1780, a second Southern army was captured, and its hero commander in full flight across the country, riding two hundred miles in less than four days before he came to a stop. Southern willows, indeed! This was the worst defeat the Americans had yet suffered, and it put an end to all notions of the genius of Gates.

What should be done now? Should the British be left to make a triumphal march up through the Carolinas into Virginia, and perhaps even farther? There was nothing to prevent except the little bands of fighters under such leaders as Marion and Sumter. It was a picturesque sort of warfare they carried on, dashing out from their hiding

places in the woods and swamps, making sudden raids on parties of British soldiers often twice as numerous as their own, capturing prisoners or provisions, and disappearing again into the dark forest, leaving confusion behind them.



*Thos Sumter*

Cornwallis found the "Swamp Fox," as Marion was called, a very annoying sort of animal, and is reported to have said, "But for Sumter and Marion, South Carolina would be at peace!"

Not long after the defeat of Gates at Camden, Cornwallis started for North Carolina, leaving behind a small force of soldiers who were to gather together as many Tories as possible and then follow him.

Major Ferguson, who was in charge of these troops, saw a good opportunity to capture a little band of Americans, and resolved to take advantage of it. While carrying out his plan, he suddenly found himself in the midst of a party of American backwoodsmen, — three thousand of them, ready as the men of Vermont had been at Bennington and those of the Mohawk Valley at Oriskany, to defend their homes against attack.

The British, who were only about eleven hundred in number, began to retreat with all possible speed, but it was too late. Finding that he must fight, Ferguson took

up his position on King's Mountain, which seemed from 1780 its height and position impossible to storm. The Americans, however, succeeded in their attack upon it, though the British bravely defended the position. It was a complete victory for the backwoodsmen, and of the entire British force all were either killed or captured. Then, the danger to homes and loved ones being over, the backwoodsmen returned to their usual employment.

Great as the services of these men were, however, they alone could not keep the British from carrying out their plans. Still another army must be raised, and once more Washington had the hard problem to face.

We shall be glad to turn from the story of disaster in the South to an account of success in the Northwest. We remember that by the Quebec Act, passed by Parliament in 1774, the Ohio Valley was made part of Canada. And it was now most important to the British to keep this wild country, especially



A stylized, cursive signature of "Jean Marion" in black ink. The signature is written in a flowing, elegant script with a large, decorative flourish at the end.

if the Americans should gain their independence. To do this, every effort was made by the British to drive American settlers out of the valley, and to keep the country in the hands of their own soldiers.

But it was equally important to the new American nation to get control of the country for which the colonists had fought so well in the French war. And though the British were in full possession, and though no men could be spared from the Continental army to attempt the work, a brave and daring backwoodsman of Virginia, George Rogers Clark, determined to undertake it. He gathered a band of two hundred volunteers, and set out to capture the British posts. The story of his adventures is full of interest, and the work he accomplished for America is worthy of our admiration. For, thanks to his courage and perseverance, the spring of 1779 found the Ohio Valley in American hands, where it was destined ever to remain.

Leaving for a time these American battle fields, let us consider some of England's difficulties on her own side of the ocean, and some stirring events which have taken place on the ocean itself. The American war was closely watched by the great European powers. We have already seen how glad France was to take the field against her ancient enemy. Since the beginning of 1778, England had then not only the American war but one with France on her hands. The next year the French government had persuaded England's still more bitter foe, Spain, to join the company of England's antagonists. Spain had, it is

true, no love for the American states, and the Spanish government would form no alliance with them; but it was ready enough to join France in humiliating England.

Nor was this all. Even with her colonies in America and with France and Spain against her, England — and England means the king, Lord North, and their friends and advisers — proceeded to pick a quarrel with Holland which speedily led to war. It began to look as though England would have to fight single-handed against the whole continent of Europe. Nothing but her great strength on the ocean could have made it possible for her to oppose so many foes, and



*STURGEON*

even as it was, the scattering of her ships and her soldiers in many parts of the world helped to cripple her resources.

The thought of England's naval power leads us to consider the little navy of America and its great hero, Paul Jones. At the beginning of the war there was no

American navy, and this lack was keenly felt in many of the critical moments of the war. In most of their movements the British soldiers were supported by their ships of war, which offered a protection the Americans could not overcome.

Plans for establishing a navy were early made by Congress, but we have already seen how seldom Congress was able to carry out its plans. In the course of the war some forty vessels were enrolled in the Continental navy, most of them small, all poorly equipped, and manned by crews gathered wherever men could be obtained. But these poor vessels, with their ill-assorted crews, did some good work during the war. They were often aided by private cruisers, and did much to disturb the commerce of the "mistress of the seas."

1779 In 1779 occurred the first battle of any importance between English and American ships of war. Paul Jones, with a fleet of five vessels, had been sailing about the coasts of England, doing more or less damage. His flagship was an old merchant vessel, bought by the French government, made over, renamed the *Bonhomme Richard* in honor of Franklin, who was very popular at the French court, and lent to the American navy. His crew is said to have included, not only men from almost every country of Europe, but several Malays.

As the fleet was cruising about the coast, a fleet of merchant ships, guarded by two ships of war, was sighted. Jones immediately gave chase, and the two frigates turned about, ready to fight. Leaving the smaller of the two



BATTLE BETWEEN *SERAPIS* AND *BONHOMME RICHARD*.



for the only one of his fleet which was with him, Jones attacked the *Scrapis*, a larger, newer ship than his own, well equipped and manned by a well-trained crew. The fight lasted for more than three hours. At the end of the first hour the two ships came together with a crash. In the moment before they drifted apart the captain of the *Scrapis* called out, "Have you struck your colors?" "I have not yet begun to fight," was Jones's reply.

Once more the ships collided, and Jones was quick enough this time to have them lashed together before they should separate. The battle became a desperate hand to hand encounter. Both ships were disabled. More than half the men engaged were killed. But Jones's dogged perseverance won the day, and his fame quickly spread through Europe as well as in the land he was fighting to save.

### THINGS TO REMEMBER

1. After the failure of the "plan for 1777," and the failure of the peace commissioners to make any terms with Congress, the British decided upon a "destructive warfare" which should tire the Americans out.

2. Many villages were destroyed, and many Indian massacres took place.

3. The British also planned to attempt the conquest of the South.

4. In 1778 Georgia was easily conquered, and the British next attacked South Carolina.

5. In 1780 the British took Charleston, and with it the entire Southern division of the American army.

6. A new army was raised to defend the South, General Gates being made its commander. Only a few months later this army also was captured or scattered.

7. The South was left with no defenders save small bands of fighters under such men as Marion and Sumter.

8. A party of volunteers under George Rogers Clark captured the Ohio Valley for the United States.

9. England was now at war with the Americans, the French, the Spanish, and the Dutch. This scattered her ships and her soldiers to all parts of the world.

10. The Americans fought some battles with the British on the sea. Of these the most famous is that between the *Bonhomme Richard* and the *Serapis*. By this Paul Jones became famous as a naval commander.

### THINGS TO READ

1. About the war in the South.
  - "The Story of the Revolution," by H. C. Lodge, Vol. II, pp. 48-55.
  - "Stories of the Old Dominion," by J. E. Cooke, pp. 289-297.
  - "The Boston Tea Party," by Watson, pp. 126-134.
  - "A Short History of the Revolution," by Tomlinson, pp. 319-326.
  - "Hero Tales from American History," by Lodge and Roosevelt, pp. 71-78.
  - "Song of Marion's Men," by W. C. Bryant.
2. About the conquest of the Northwest.
  - "The Story of the Revolution," by H. C. Lodge, Vol. II, pp. 7-28.
  - "Hero Tales from American History," by Lodge and Roosevelt, pp. 31-41.
3. About the war on the ocean.
  - "A Short History of the Revolution," by Tomlinson, pp. 387-397.
  - "Four American Naval Heroes," by M. Beebe, pp. 17-68.
  - "Paul Jones," by M. E. Seawell.
  - "American Fights and Fighters," by C. W. Brady, pp. 39-55.

## THINGS TO DO

1. Find the meaning of *commissioners, destructive, vied, triumphal, picturesque, antagonists, equipped, frigates*.

2. Prepare yourself to write clearly an outline of the new British plan.

3. Try to think out why the British failed to "tire the Americans out."

4. Discuss the question: Why would the South be likely to be more easily conquered than the North?

5. Find the meaning of Lee's allusion to *laurels* and *willows*.

6. Find the meaning of *Bonhomme Richard*, and why giving that name to Jones's ship should have been considered an honor to Franklin.

7. Discuss the question: Why would it not have been better for Washington to leave some one in charge of the troops who were guarding the Hudson and to take command himself of the Southern army?

8. Write an account of one of the following: Clark's Conquest of the Northwest. Massacres at Wyoming or Cherry Valley. The Fight between the *Bonhomme Richard* and the *Serapis*.

## FOR YOUR NOTEBOOK

XII. Conquest of the Northwest.

[Tell by whom and how.]

XIII. War on the ocean.

a. The American navy.

b. Paul Jones.

XIV. War in the South.

a. Georgia conquered.

b. Charleston taken, and the Southern army of the Americans captured.

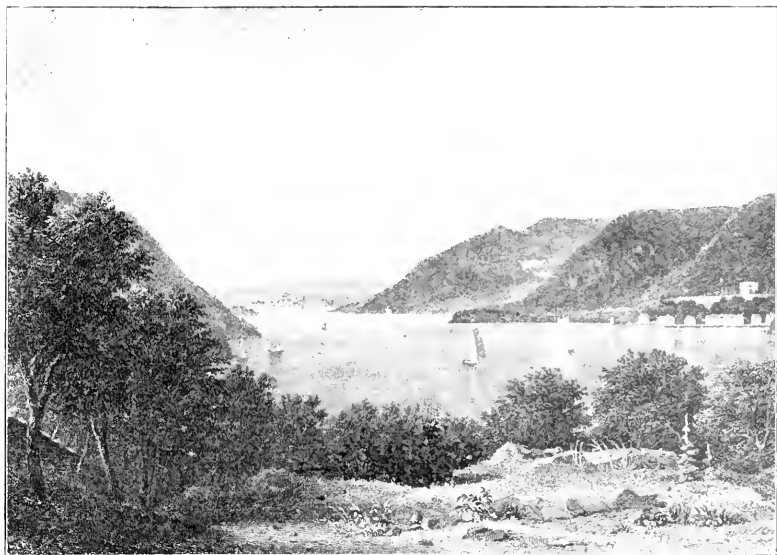
c. Gates utterly defeated at Camden.

## XXVI

### AN AMERICAN MOUSE-TRAP AND A BRITISH MOUSE

THE aid expected from the French had thus far not been of much assistance to the Americans. The fleet, which would have helped Washington so much, had made only two flying visits, in both of which it had failed to be of any use; and of soldiers, France sent none until July, 1780. Even then the six thousand who came under the command of Count Rochambeau were detained for a year, where they landed in Rhode Island before they could be of any service to Washington.

It was almost a hopeless moment for the Americans when, through the stupidity of Gates, a second Southern army was destroyed, and Cornwallis left master of the South. And scarcely had this blow fallen when another came to startle the country and to sadden the heart of the great commander. This time it was treachery in an officer who had been honored for his bravery and trusted, even admired, by the great chief himself. Benedict Arnold, the hero of Quebec and of Saratoga, beloved by his men, and known even among the British as the "fighting general," had somehow been transformed into the blackest of traitors. This is the story:—



THE HUDSON AT WEST POINT.

Even before his part in the campaign against Burgoyne, Arnold had felt that he was unjustly treated by Congress, as no doubt he was. In that campaign we remember his treatment by Gates, and have no difficulty in believing that he grew more dissatisfied under it. Returning to Washington's camp after the Northern campaign was over, the great general assured him of his continued respect and approbation; and when Clinton left Philadelphia in June, Arnold, who was still unfit for active duty because of his wound received at Saratoga, was placed in command there. Just when the evil thoughts which afterward proved his ruin first began to come into

his mind we cannot tell; but perhaps his falling in love and his marriage with a beautiful young lady belonging to a Tory family may have had something to do with it. Congress still continued to regard him with disfavor, and he grew bitter in his feeling toward it. He resolved to have revenge. Obtaining from Washington the command of West Point, the strongest American position on the Hudson, he seems to have deliberately planned to betray it to the enemy.

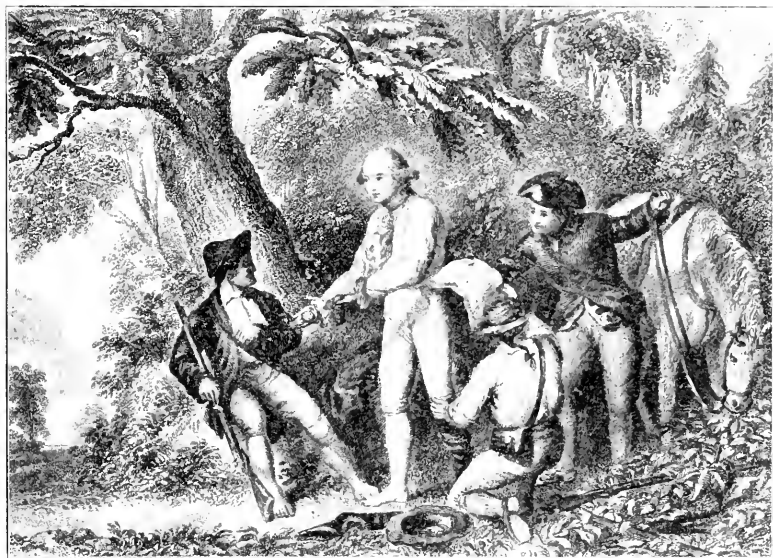
Letters passed between him and Clinton, and at length a young British officer, Major André, was sent to meet Arnold, and make the final arrangements. On his way back André was captured, and the papers Arnold had  
1780 given him were found in his stockings. Receiving word that André was taken, Arnold had barely time to escape to a British man-of-war in the river. His unhappy wife was left in a swoon, into which the hastily told story of his treachery had thrown her.

The treason had failed, and Arnold had succeeded only in accomplishing his own downfall. Joining the British army, he fought against his countrymen, and when the war was over went to live in England. Neither he nor those who knew him could ever forget his black deed. Despised by others and even by himself, he led a miserable life. On his deathbed he asked for his old Continental uniform; putting it on, he added the epaulettes and shoulder knot presented him by Washington after Saratoga.

"Let me die in this old uniform," he said, "in which I

fought my battles. May God forgive me for ever putting on any other."

André was hanged as a spy. No one who reads the sad story of this handsome and accomplished young officer can but feel saddened at his untimely fate; but the law of



CAPTURE OF MAJOR ANDRÉ.

war time is inexorable. As a spy he was captured, as a spy he had to die.

In spite of treachery and disaster, in spite of the discontent of his soldiers, who were still scantily clothed, half starved, and receiving little, if any, pay, Washington set to work on the problem waiting to be solved in the South.

Gates had succeeded in gathering together again about fourteen hundred of his soldiers. The militia of the neighboring states were beginning to assemble to defend their homes. To this foundation of an army Washington



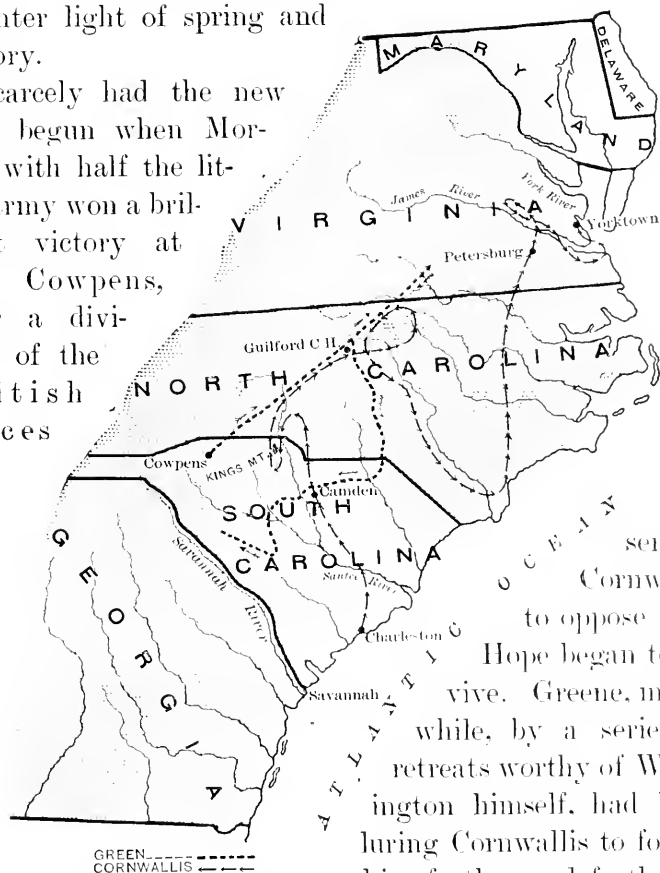
*Nathaniel*

again sent reinforcements, and best of all, a corps of the ablest officers in the service. Greene was in command, and under him Morgan, who had been with Arnold in Canada and at Saratoga, and who was renowned for his courage and daring; Henry Lee, "Light-horse Harry" he was called, a young officer who was a universal favorite, because of the deeds he and his perfectly trained cavalry had done; and Colonel William Washington, who was an

other fine cavalry officer, and who was a distant relative of the commander in chief. Baron Steuben was sent to Virginia, and later Lafayette, "the boy," as Cornwallis called him, was placed in the same state. At last the

South was to see something accomplished. The dark days of winter and disaster were soon to give way to the brighter light of spring and victory.

Scarcely had the new year begun when Morgan with half the little army won a brilliant victory at the Cowpens, over a division of the British forces



THE WAR IN THE SOUTH.

1781

sent by Cornwallis to oppose him. Hope began to revive. Greene, meanwhile, by a series of retreats worthy of Washington himself, had been luring Cornwallis to follow him farther and farther to the northward. In February Morgan joined him, and after a month more of eluding every effort of Cornwallis to fight, reinforcements

arrived, and Greene was ready for battle. And when the fight was over, though Greene could not claim the victory, he had succeeded in cutting down Cornwallis's force to scarcely sixteen hundred men,—an army too small to



LAFAYETTE.

risk another battle, too small to dare attempt the long march back to South Carolina, and too small to stay so far from the fleet and among a people as unfriendly as those of North Carolina.

Hastening to Wilmington, Cornwallis decided that the only thing for him to do was to abandon the Carolinas for the mo-

ment and to start anew in Virginia. He accordingly set out for that state. Much to his astonishment, Greene did not follow him, but turned once more to South Carolina, where he soon succeeded in winning back the whole state except Charleston, which was guarded by the British fleet.

Cornwallis, meanwhile, with reinforcements which gave him a force of five thousand men was all intent upon conquering Virginia. First of all he would defeat Lafayette. "The boy cannot escape me," he said. But the

boy not only escaped, but led Cornwallis up and down the state until the British general was quite exasperated. He was getting too far from the sea. He must place himself where the fleet, which he daily expected, could reach him. Early in August he took up a position at Yorktown, on a peninsula between the York and the James. 1781

During these months, Washington was not idle in the North. He and Rochambeau were planning a combined attack upon New York when word came that the long-expected French fleet was on its way from the West Indies. A daring, almost a wonderful, plan leaped into Washington's mind. If the French fleet could be sent to Yorktown, if Lafayette's force on the land could be made too strong for Cornwallis to break through, if Washington himself with his army and that of Rochambeau could only get there in time — it was the chance of a lifetime! And the great commander decided to make the attempt.

It was a hazardous game; but, if it should succeed, it would be the greatest achievement of the war. Should it fail — but it should not fail! On the last day of August the great French fleet appeared in the Chesapeake. No escape for the British by sea, unless the British fleet could destroy that of the French. That was tried, and it failed. Across the narrow neck of the peninsula Lafayette now took his stand with a force numbering eight thousand men. Cornwallis was in a trap. Should he try to break through Lafayette's line? It would mean a heavy loss of life. Surely the British fleet would return and let him escape by sea. If not, he would then attack "the boy."



WASHINGTON'S HEADQUARTERS AT NEWBURG.

But though Cornwallis had no idea of such a thing, Washington himself was on the way. Leaving only a small guard at West Point, Washington had begun the march which was to make his daring plan a brilliant success. Not a man in the force of six thousand men knew where the swift march was to lead them. Washington dared trust the secret to no one save Rochambeau. Clinton was uneasy, and feared an attack upon New York. Washington was halfway across New Jersey before it became clear that New York was not his destination. He had reached Philadelphia before the greatness of his plan was apparent. Clinton saw the game at last, but it was too late. He was powerless.



From a photograph by Messrs. A. W. Esch & Co.  
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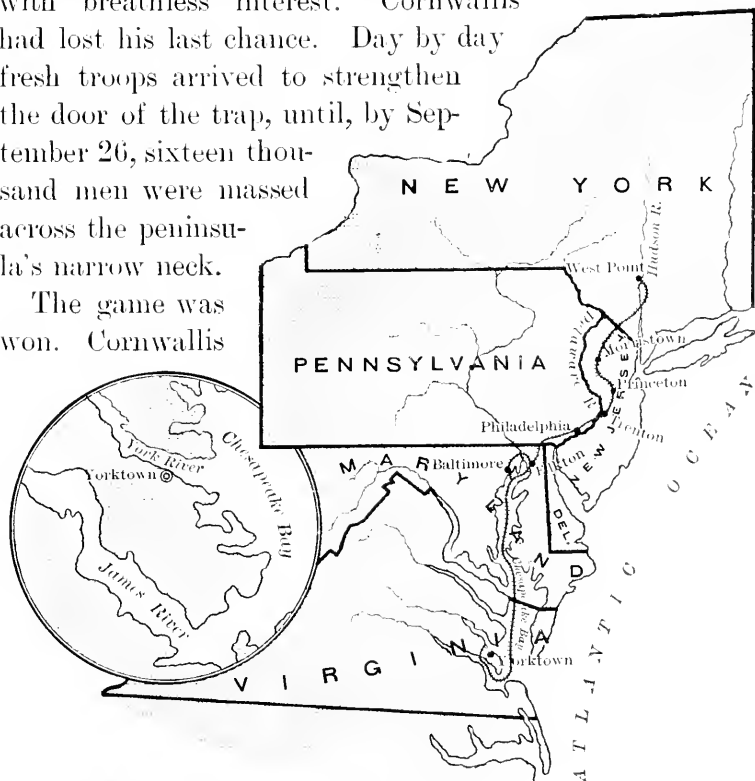
# THE SURRENDER OF CORNWALLIS

(From the painting by Trumbull)



On the 5th of September the army had reached the head of the Chesapeake. From this point the soldiers were carried in ships to the place which was now being watched with breathless interest. Cornwallis had lost his last chance. Day by day fresh troops arrived to strengthen the door of the trap, until, by September 26, sixteen thousand men were massed across the peninsula's narrow neck.

The game was won. Cornwallis



**WASHINGTON'S MARCH TO YORKTOWN.**

could do nothing but surrender. Closer and closer the Americans approached the British force. The roar of cannon added its summons to the besieged commander.

Oct. On the 17th of October, 1781, the end was reached, and  
17, Cornwallis's whole force was surrendered to the allied  
1781 armies of the United States and France.

Even as in 1776, the campaign around Boston had failed; as the same year the attempt to break through the line of the Hudson had proved fruitless; as in 1777, the carefully planned campaign of Burgoyne had ended in utter disaster; so now the plan to redeem the South must take its place with the rest, an absolute failure. More than six years had passed since the war began, and the British held no state but Georgia, and outside that state no foothold, save only Charleston and the city of New York.

#### THINGS TO REMEMBER

1. A third Southern army was formed. Greene with a corps of able officers went to take charge of it.
2. General Morgan gained a brilliant victory for the Americans at the battle of the Cowpens.
3. Greene drew Cornwallis into North Carolina, far from the British fleet.
4. Cornwallis decided to go on to Virginia. Greene did not follow him, but returned to recapture South Carolina.
5. Cornwallis took up a position at Yorktown, on a peninsula in Virginia.
6. Washington with the aid of the French troops and of the French fleet succeeded in hemming him in there. Cornwallis was obliged to surrender.

#### THINGS TO READ

1. "The American Revolution," by John Fiske, Vol. II, pp. 275-278.

2. "Stories of the Old Dominion," by J. E. Cooke, pp. 298-334.
3. "American Leaders and Heroes," by W. F. Gordy, pp. 189-207, 211-220.
4. "George Washington," by Horace Scudder, pp. 194-202.
5. "The Boys of '76," by C. C. Coffin, pp. 303-333, 380-395.
6. "George Washington," by E. E. Hale, pp. 244-247.
7. "A Short History of the Revolution," by Tomlinson, pp. 264-316, 333-386.
8. "The Boston Tea Party," by Watson, pp. 135-151, 205-209.
9. "Hero Tales from American History," by Lodge and Roosevelt, pp. 1-15.
10. "True Story of Lafayette," by E. S. Brooks.
11. "Two Spies," by Benj. Lossing.
12. "A Great Treason," by M. A. M. Hoppus.
13. "The Hero of Cowpens," by McConkey.
14. "The War of Independence," by John Fiske, pp. 167-181.
15. "American Fights and Fighters," by C. W. Brady, pp. 84-116, 143-159.

### THINGS TO DO

1. Find the meaning of *approbation*, *corps*, *cavalry*, *luring*, *eluding*, *exasperated*, *hazardous*.
2. Show by a map how Cornwallis was hemmed in at Yorktown.
3. Place in your portfolio a portrait of Lafayette and a copy of Trumbull's picture of Cornwallis's surrender.
4. Discuss the question: In what ways did Greene show himself a great commander in his Southern campaign?
5. Make a list of the generals on each side during the war, as far as you know them. Try to recall briefly the career of each.
6. Write an account of the siege of Yorktown.
  - I. Cornwallis's position at Yorktown.
  - II. Who was there to oppose him — his force.
  - III. Washington's plan.
  - IV. How this plan was carried out.

## FOR YOUR NOTEBOOK

- d.* Greene's campaign.
  - 1. Morgan's victory at the Cowpens.
  - 2. Greene and Cornwallis.
- e.* Cornwallis in Virginia.
  - How Lafayette helped.
- f.* Yorktown — the siege — the surrender.

## XXVII

### PEACE

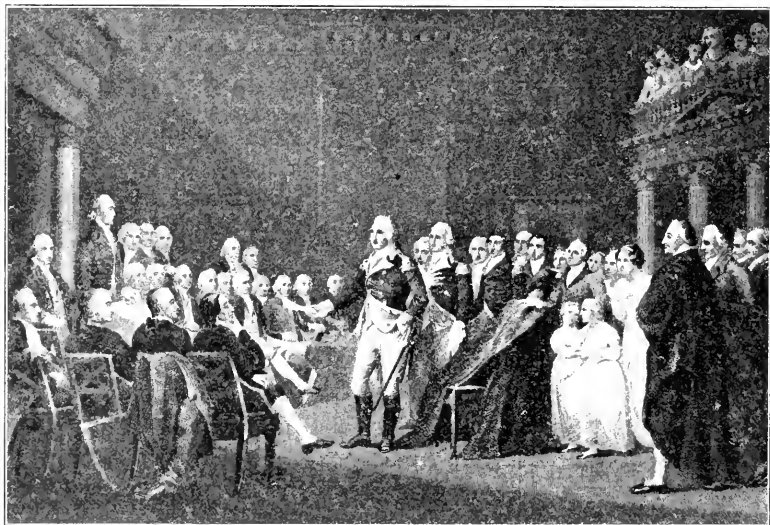
WHEN the news of Yorktown reached England in the 1781 latter part of November, there was great excitement and dismay. "It is all over," said Lord North. Such indeed seemed to be the opinion of every one except the king. He protested loudly that the war should go on, and to show how much he was in earnest began at once to plan a new campaign. Many people in England were, however, glad to see a chance of the war's coming to an end, while the friends of America in Parliament openly rejoiced.

There had been other news scarcely less distressing to the ministry than that from America. Misfortune seemed to come from all sides at once. There was revolt in the British possessions in India and trouble in Ireland. Spain had captured the last British post in Florida, and one of England's treasured islands in the Mediterranean. France was creating havoc in the West Indies, and was aiding Spain in besieging Gibraltar. Ships and soldiers were needed everywhere at once.

It was in vain that the king asserted he would give up his throne rather than acknowledge the independence of the United States. Public feeling was against him. Even

Lord North refused any longer to carry out the king's ideas. There was no course open but to yield, so the king at last agreed, saying that the Americans were a wretched set of knaves and he was glad to be rid of them.

The work of making the treaty which should bring the



WASHINGTON RESIGNING HIS COMMISSION.

war to a close was begun in the spring of 1782. There were many things to be considered, and since not only America, but her ally, France, and not only France, but *her* ally, Spain, must be thought of, there were times when it seemed as though no conclusion would ever be reached. Franklin, John Adams, and John Jay represented the United States, and by their skill the new nation gained

everything that it could reasonably ask, — independence, the territory between the Alleghanies and the Mississippi, fishery rights off Newfoundland.

The treaty was finally concluded in September, 1783. At last the American states were free. The liberties they 1783 had asserted in the Declaration of Independence, and for which they had fought so long and well were theirs at last. The last page of the story of the Revolution was completed. But, as always happens, a new story was beginning, even before the old one reached its end. There is still a chapter in the birth of the nation to be told.

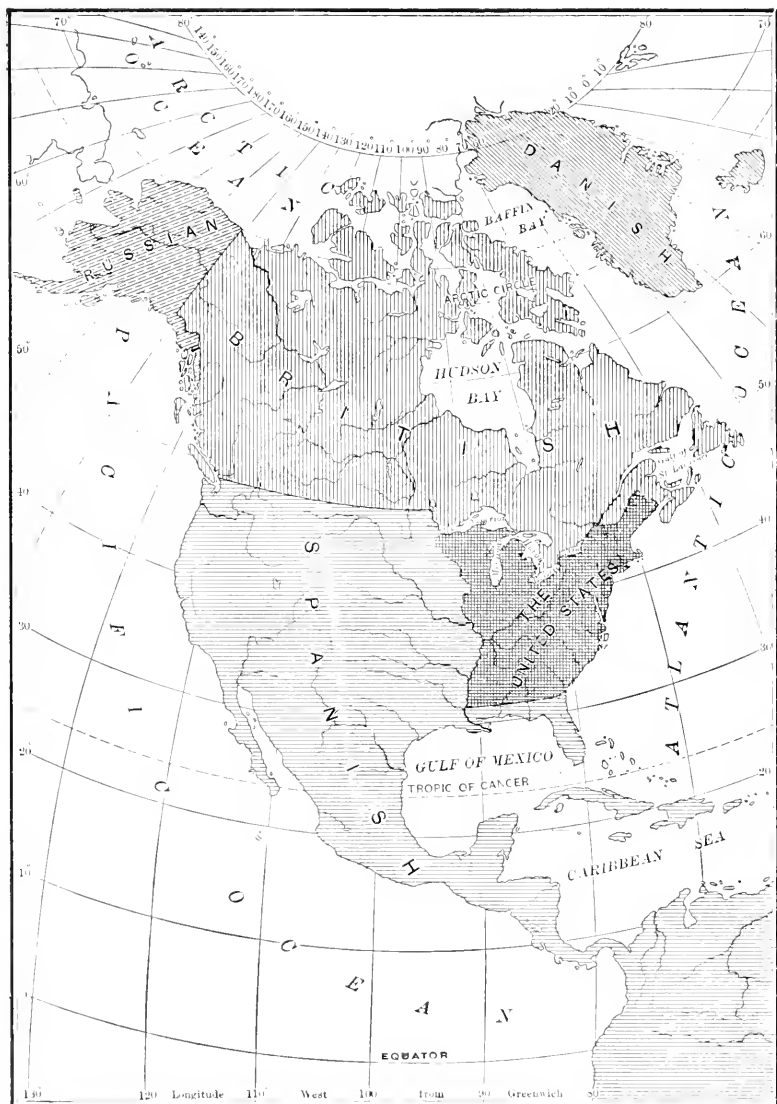
### THE TREATY

There were, of course, three treaties, — with the United States, with France, and with Spain. We need take special note only of the American treaty.

ENGLAND	UNITED STATES
<i>Acknowledged</i> independence of the thirteen states.	<i>Gave</i> assurance of the payment of private debts.
<i>Gave</i> the territory between the Alleghanies and the Mississippi.	<i>Received</i> acknowledgment of independence, territory between Alleghanies and Mississippi.
<i>Received</i> assurance that private debts should be paid.	<i>Retained</i> right to fish on the banks of Newfoundland.

### THINGS TO REMEMBER

1. The news of Cornwallis's surrender was received with dismay by the British ministry.
2. England was also losing in her European wars.



AMERICA AT THE CLOSE OF THE REVOLUTION.

BORNAY & CO., N.Y.

3. The people of England were anxious to have peace. The king was obliged to submit.

4. A treaty of peace was finally concluded in 1783, England acknowledging the independence of the United States.

### THINGS TO READ

1. "George Washington," by Horace Scudder, pp. 203-218.

2. "A Short History of the Revolution," by Tomlinson, pp. 398-407.

3. "The War of Independence," by John Fiske, p. 182.

### THINGS TO DO

1. Find the meaning of *revolt*, *harve*, *knaves*.

2. Make a map to show the boundaries of United States territory, according to the treaty.

3. Copy the treaty for your notebook.

4. Review the Struggle for Independence, using the outline in your notebook under Part III as a basis.

5. Write about the heroes of the revolution.

[Do not forget that the common people, who were neither generals nor statesmen, the soldiers whose highest service was obedience to orders, the women who struggled to till the little farms and to support their families while "father was gone to war," even the boys and the girls who did the small things which fell to their lot to do in helping the great cause, were as much heroes in their way as the brilliant and the famous.]

### FOR YOUR NOTEBOOK

XV. Peace.

a. The treaty.

b. Boundaries of the new nation.

[Illustrate by a map.]

## XXVIII

### THE LEAGUE OF FRIENDSHIP

THROUGHOUT the story of the war for independence we have seen again and again the trouble which came from the lack of a government in the United States. There were the state governments, it is true, but if the states were to be united, and to act as one nation rather than thirteen, there must be some central power to make and keep them a harmonious whole.

At the time the Declaration of Independence was adopted, Congress recognized this need by appointing a committee to draw up a plan of united government which should be submitted to the states for their approval. This was no easy task. Though united against a common foe, the states were far from united in spirit. There had always been jealousies between Puritan New England and gay, pleasure-loving New York; between staid, sober Pennsylvania, and aristocratic, slaveholding Virginia. There were real quarrels, sometimes of long standing, over the boundaries of neighboring states. The Ohio country was claimed by no fewer than four of the thirteen. Each state was afraid that she should lose some of her rights if she agreed to a strong central government

None of the number was willing to be taxed by a central power. It was indeed a hard task to make a government which should please thirteen such warring elements, and at the same time be a government worthy of the name.

Difficult as the task was, however, the committee drew up what were called the Articles of Confederation; and not long after Burgoyne's surrender, in 1777, the Articles were sent to the states for approval. There was much discussion, but in March, 1781, about six months before 1781 Cornwallis surrendered, the last of the thirteen states ratified the plan.

The Articles of Confederation are often spoken of as the "League of Friendship." Each of the thirteen members of the League was still to be a "sovereign state," and the central government was to be a Congress, made up of delegates appointed yearly by the states. The number of delegates representing the various states varied from two to seven, but the number made little difference, since, however many there were, the state had but one vote. No law on any subject could be passed without the consent of nine of the thirteen states.

Congress was to declare war and make peace, make treaties, and regulate the value of coins. It was also to control the army, but could raise soldiers only by calling upon the states for them, as the Continental Congress had done during the Revolution. The power of taxation was to be exercised entirely by the states. Congress again might ask for money, assessing each state in proportion to the value of its real estate, but it was quite powerless if

the states did not pay the tax. The states, also, as well as Congress, were to have the power of coining money or of issuing paper currency and requiring its acceptance in payment of debts. Last of all, the Articles could be changed or amended only by consent of all the thirteen states.

This then was the government under which the United States began its independent existence. It is worthy of study if we would understand the story of the years immediately following its adoption.

POWERS HELD BY CONGRESS AND THE STATES UNDER THE  
ARTICLES OF CONFEDERATION

CONGRESS	STATES
Lawmaking (with 9 votes out of 13). Declaring war and peace. Making treaties. Controlling army. Maintaining navy. Coining money. Asking states for money and soldiers.	Raising money by taxation. Imposing duties on imports. Raising an army. Coining money. Regulating all commercial affairs. .

THINGS TO REMEMBER

1. Under the Articles of Confederation the states held most of the power, and Congress very little.
2. Congress was especially weak in the fact that it could not enforce its own laws, and had no part in controlling commerce.

THINGS TO DO

1. Copy and study statement of the distribution of power under the Articles of Confederation.
2. Look for faults in the Articles.

## XXIX

### THE YEARS OF WEAKNESS

THE weak points in the Articles of Confederation were not long in showing themselves. All through the war the country had suffered from having no government, but its sufferings were small in comparison with the utter confusion which soon succeeded the coming of peace.

There were commercial difficulties and financial difficulties and quarrels between states. The people everywhere were poor, and in many cases their farms had been ruined or their business entirely stopped by the war.

Commerce with England was at a standstill, and in spite of the efforts of John Adams, who went as our first minister to England, the English government would do nothing to change the navigation laws which had made so much trouble. Indeed the English government looked with apparent satisfaction upon the commercial distress in America. Many English statesmen predicted a speedy falling apart of the Union, and the return of the states one by one to ask the protection of the mother country.

There was no way in which the new nation could compel England to enter into fair commercial relations with her. She could not even make laws against British ships

and owners, as the British had done against those of America. If any such laws were to be made, it would have to be done by each of the thirteen states, since Congress was given no power in regard to commercial affairs. 1781- And there was little likelihood of the thirteen states 1786 agreeing upon the matter. They could not even agree in regard to commerce among themselves. Connecticut had laid a duty upon goods brought from Massachusetts,



SPANISH COIN.



FRENCH COIN.

(In use in America during the Revolution.)

Pennsylvania, on those from Delaware, while New York and Rhode Island were like greedy children, reaching out to seize whatever they could lay their hands on.

The feeling between the various states grew more and more bitter, and the boundary disputes were waged more fiercely. Congress was powerless to settle any of the difficulties. It could not even collect the money necessary to pay the government expenses. Many of the states paid no attention to the calls of Congress for money, and when they did notice these demands it was almost impossible to collect taxes from the poverty stricken people. There was

very little money in the country, and that little was made up of all sorts of coins, — English, German, Spanish, French, — making a confusion of values that was somewhat distracting to an ordinary mind. Nor was this all. Many of the states, in the hope of bettering affairs, began issuing paper currency. Thus to the confusion of foreign coins, which had at least some value, was added that of half a dozen issues of paper money, which soon came to have no value at all.

The country was in a sad state. The government, distrusted at home, despised abroad, was almost worse than no government. The people everywhere were in debt, and they grew daily more and more discontented.

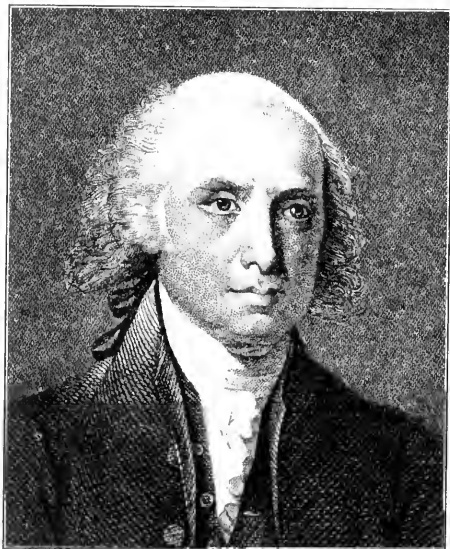
Finally a large body of Massachusetts farmers tried to lessen their troubles by rising against the state government. They banded together, with Daniel Shays, a Revolutionary captain, as their leader, and for six or seven months they marched about western Massachusetts, preventing the courts from meeting and plundering the country wherever they went.

The whole nation became alarmed. What had hap-



ALEXANDER HAMILTON.

pened in Massachusetts was likely to happen in any of the states. Clearly the Confederation was not a success. Washington and Franklin urged that something be done to strengthen the national government before it should be too late. Two younger men, Alexander Hamilton of New



*James Madison*

York, and James Madison of Virginia, worked persistently toward the same end. Most of the states still opposed a strong central government, but it was evident that something must be done.

Reluctantly, therefore, all the states except Rhode Island sent delegates to Philadelphia to devise means for improving the government. These delegates made up what is known as the Federal

1787 Convention, and the work this convention did gave us the foundation of our government to-day. If we would understand the years of progress and prosperity which came when the Federal Convention had done its work, and the states had taken the Constitution it devised as

the law of the land, we must diligently study that Constitution, the corner stone of our national life.

### THINGS TO REMEMBER

1. The Articles of Confederation were not a success.
2. Commerce with foreign nations was almost entirely stopped. Congress could of course do nothing to improve this state of affairs, and it seemed impossible for the states to agree on anything relating to commercial matters.
3. The states were jealous of one another, and made laws which destroyed domestic commerce.
4. The people everywhere were poor and in debt. Money was scarce, and taxes could not be collected. There was great distress.
5. The issuing of paper money by Congress and by many of the states made things still worse.
6. There was in Massachusetts a rebellion of poor people against the state government. It was feared that this might happen in any or all of the states.
7. The necessity of a new government was at last acknowledged by most of the people.

### THINGS TO READ

1. "George Washington," by Horace Scudder, pp. 219-225.
2. "The Critical Period of American History," by John Fiske, pp. 108-112.
3. "The Story of Massachusetts," by E. E. Hale, pp. 300-303.
4. "Stories of the Old Bay State," by E. S. Brooks, pp. 156-165.
5. "The War of Independence," by John Fiske, pp. 182-190.

### THINGS TO DO

1. Find the meaning of *financial*, *plundering*, *persistently*, *devise*, *critical*.

2. Discuss the questions: Why would the issue of paper money afford no real relief? Why should this time be called the "critical period"?

3. Prepare yourself to write clearly your opinion as to the reason for the failure of the Articles of Confederation.

### FOR YOUR NOTEBOOK

#### Part IV. The critical period.

##### I. The Articles of Confederation.

- a.* By whom planned.
- b.* When and by whom adopted.
- c.* Faults.

##### II. Troubles of Congress and people.

- a.* Commercial.
- b.* Financial.

## XXX

### BUILDING THE CONSTITUTION

IN May, 1787, the delegates to the Federal Convention 1787 assembled in Philadelphia, in the old Statehouse, where the Continental Congress had held its meetings. Once more the staid old Quaker city was to see the meeting of some of the country's greatest men. Once more the walls of "Independence Hall," as we call it now, were to ring with the discussion of great questions. For now, no less than in the days preceding the Declaration of Independence, was America facing a crisis. The work to be done was serious work, and upon it was to rest the history of the future. Should it be shameful history of civil war and anarchy, or the glorious story of a nation loved by her people and honored by the world?

The members having all, or nearly all, arrived, the convention was called to order, and Washington was elected its president. It was decided that the proceedings of the assembly should be kept secret, that the delegates might be quite free from the restriction of public opinion in their various states. In September the work which had been done was made public and sent to the states for their consideration. Not until more than fifty years had passed did

the story of the discussions which led to this result come to the knowledge of the people.

It will help us to understand the Constitution if we consider some of the questions its makers had to face and see how they met them. First of all, the Articles of Confederation had been a compact between states, and all its laws had been made to operate upon states and not upon individuals. Here was one reason, and the greatest reason why Congress had been so powerless to carry out its decrees. Individuals who break the laws under which they live can be punished; they can be fined or sent to prison. But who could imprison a state which refused to obey the law? Or of what use would it be to fine a state when Congress had no power to make the state pay the fine? The great minds of the nation began to see that the central government must somehow be empowered to make laws which should be binding upon individuals, regardless of the state in which they lived. If this were true, then must not the central government, or at least the lawmaking part of it, be made up of representatives, not of the states, but of the people of the states as individuals? So questioned the wise ones.

But at this there was a storm of protest. What would become of the little states, plaintively asked their delegates, if such a plan were adopted? What chance would Georgia, for instance, have in a Congress in which she would have but one representative, while Virginia would have sixteen?

But, came the reply, is it right to give the people of Georgia just as much power in the lawmaking body as is

given to the people of Virginia, who are sixteen times as many?

It was difficult work, however, to persuade the delegates from the smaller states that any fate except utter destruction awaited these states in the proposed plan. Both sides grew excited and angry, and the convention came near being entirely broken up. At last, however, each side yielded a little to the other, and a compromise was made. By it came the present arrangement of the law-making part of our government.

Congress, it was planned, should be made up of two houses. In one of these the members should represent the people of the country. That is, each state should be represented according to the number of people in it. In the other house, the states, regardless of size, should have equal representation. It was a wise plan, and the delegates from the small states were willing to accept it. Indeed, we see no more antagonism between small states and large ones.

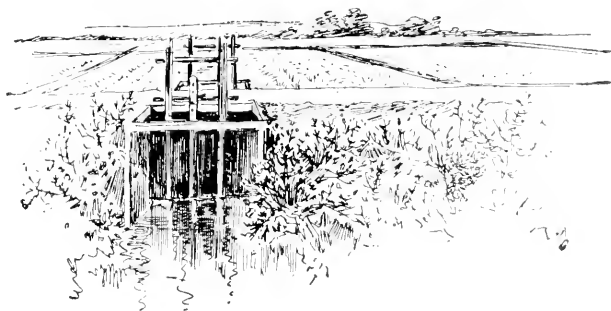
A new subject of controversy soon arose, however. This was the question of slavery, and the feeling concerning it which we see arising in the convention was destined to grow in the years to come until it should become a danger, threatening the very life of the nation. At this time, however, no one had any thought of such a state of affairs in the future. There were in 1787 some slaves in all the states except Massachusetts; but the number north of Maryland was small, and it was evident that slavery would sooner or later die out in all the Northern states. Neither

the climate nor the industries of the people were suited to the use of slave labor. Indeed, it was believed by many people that slavery would disappear even in the South after a time. In 1787, however, the Southern states had many slaves, and when a question relating to slavery came up in the convention, the North and the South were naturally found on opposite sides of it, as they were always found as long as slavery endured.

The first of these questions came when it had been decided that people and not states should be represented in the lower house of Congress. The number of people in a state would determine the number of representatives to which the state was entitled. The question immediately arose, What of the slaves? Should they be counted in the number of people or not? The Southern delegates were prompt in their reply that certainly slaves were people. The delegates from the North were equally prompt in their response that slaves were only property. Immediately discussion began, and it was long and bitter. As in the contest between large states and small, the matter was finally settled by a compromise. It was agreed that in counting the population of any state for the assignment of representatives, every five slaves should be counted as three persons added to the population. This, of course, was a partial triumph for the South, as it increased the number of their representatives; and it helped to make the South powerful in Congress for all the years that slavery lasted. But since without this compromise it is doubtful whether the Constitution would ever have

been adopted, the action of the convention was doubtless wise.

Once more the slavery question came up, and once more a compromise was necessary to end the discussion. There were those in the convention as elsewhere who believed that slavery would sooner or later die out in all the states. There was a growing party in Virginia favoring its abolition, and also in Maryland. And everywhere except in South Carolina and Georgia most people believed that the slave trade should be stopped. These two states wished it continued because the exhausting work in rice and in-



A RICE SWAMP.

digo fields used up negroes very rapidly, and the planters depended upon frequent additions to their workers. When it was proposed in the convention to put a stop to the importation of slaves, the delegates from Georgia and South Carolina were firm in their refusal to consider the Constitution at all if such a measure was introduced. It would not do to go on without them. There were too

many doubtful states already. If these two should reject the Constitution, it was more than likely that it would never be adopted.

What would have been done is difficult to guess had it not been that another question equally hard to settle presented itself, and a sort of "bargain," as one delegate called it, was made. This was the question of allowing Congress to regulate commerce. The Southern delegates all opposed this strongly, and it was passed only when Georgia and South Carolina consented to vote for it on condition that the New England delegates should vote to prolong the slave trade for twenty years, which they accordingly did.

We can see now how disastrous this extension of the slave trade became, because we can look back and see the wonderful inventions which came early in the new century to change the whole face of the slavery question. But in 1787 the page of the new century had not been turned, and it was generally hoped and believed that the life of slavery in America would be short, and its end peaceful.

These were the great struggles which made the law-making part of our government what it is. There were other but lesser discussions in regard to the executive department, and that of the courts or judiciary. Should there be one executive or more than one? This was a question which was much discussed, and in answer to which many strange plans were proposed. It was finally settled that there should be but one, that he should be elected by a body of men expressly selected by the vari-

ous states for that purpose, that he should hold office for four years, and should be known as the President of the United States of America.

In regard to the courts of the nation, the principal thing we need to notice is that to the highest or Supreme Court was intrusted the duty of explaining the Constitution and of deciding any doubtful points in regard to it that might arise.

To provide a home for this threefold government, it was decided that a territory not more than ten miles square should be given to the nation. Here forever should be the seat of the national government, here should be the center of the great machinery of the nation's life.

Thus the three departments of the government were planned, and the duties of each were outlined in the Constitution which was submitted to the states. The great work of the convention was done. It only remained to be seen what the states would do with that work.

### THINGS TO REMEMBER

1. The Federal Convention met in 1787.
2. It formed the Constitution by which we are now governed.
3. There were three great compromises necessary to satisfy the delegates from the various states.

- I. The first of these was a question as to representation, — whether it should be equal for all states or in proportion to the number of people. It was settled by adopting the idea of equal representation in the upper house, while that of representation in proportion to population was decided upon for the lower house.

- II. A second controversy,—as to whether slaves should be counted in the population when assigning representatives was settled by allowing five slaves to count as much as three free men.
- III. A third compromise concerned the slave trade. It was to be permitted for the next twenty years after the formation of the Constitution, in return for which the Southern delegates withdrew their opposition to the control of commerce by Congress.

### THINGS TO READ

1. "True Story of Franklin," by E. S. Brooks, pp. 211-229.
2. "The Critical Period," by John Fiske, pp. 230-232, 226-228, 301-305.
3. "The War of Independence," by John Fiske, pp. 190-193.

### THINGS TO DO

1. Find the meaning of *crisis, anarchy, restriction, compromise, controversy, partial, abolition, indigo, executive, judiciary*.
2. Prepare yourself to tell clearly what is meant by our "three-fold government," and tell the function of each of its parts.
3. Place the picture of Madison, who is often called the "Father of the Constitution," in your portfolio, also that of Hamilton.

### FOR YOUR NOTEBOOK

- III. The Federal Convention.
- a. When and where it met, and what it did.
  - b. General plan of the government it devised.
  - c. How the faults of the Articles of Confederation were overcome.

## XXXI

### IN THE HANDS OF THE PEOPLE

THE Federal Convention broke up, and its members set 1787 out upon their homeward journeys. Eagerly the people awaited their coming that they might see the plan which the convention had worked out, and concerning which the members had as yet told nothing.

We must remember that there were at this time no railroads to carry the members spinning across the country to their homes; no telegraphs to flash the news of their work along the wires that very day to distant towns; no great newspaper printed by thousands on whirling presses to lay the text of the new Constitution next morning on the breakfast table of each family throughout the land.

Most of the members rode home on horseback, with the precious document it had taken all these months to form securely packed in their saddlebags or buttoned tightly in the inside pockets of their coats. First of all, as an act of courtesy, the Constitution must be formally submitted to Congress and before the legislatures of the states. Then it must be submitted, as had been planned, to conventions of the people, called in each state to accept or reject the

new government. If nine of the thirteen states should ratify it, the Constitution would become the law of the land, and the remaining four states might then accept it or remain out of the Union, as they chose.

We have learned enough of the American people to



MAN ON HORSEBACK (1787).  
(Showing saddlebags and costume of  
period.)

know that there would be plenty of discussion of the new plan, and that not only the members of state legislatures and conventions, lawyers and other learned men would take part in it, but also that the plain people everywhere would talk it over in tavern and workshop, on village greens and in the streets of the towns. We are not surprised to learn that the people naturally divided into two great parties, — the Federalists, who

believed in the Constitution and were putting forth every effort to secure its adoption, and the anti-Federalists, who, as their name implies, took the opposite side and fought vigorously against its acceptance. There were Federalists and anti-Federalists in every state, but in some states one party seemed stronger, and in some the other, while in still others they seemed so evenly balanced that it was hard to foretell the outcome.

All through the winter and spring the discussion went on. Many and bitter were the objections raised by the anti-Federalists. What could be expected but tyranny from a government to which such unheard of powers were given, they asked. What would prevent Congress from overtaxing the people? How could the people, already overburdened with taxes, support an elaborate Federal government? What need was there for a territory ten miles square as a seat for this government? Why would not one mile square be enough? What was the matter with the old confederation anyway? And who were the men who had planned this scheme? Hamilton and Madison? Only boys! Franklin? In his second childhood! And as for Washington, — the mildest of the anti-Federalists said he might be a good general, but planning a government was not exactly in his line. Some of the violent ones went so far as to call him a “born fool.”

Meanwhile one by one the conventions of the people met in the various states, and one by one the news of their action became known throughout the country. Little Delaware led the way, ratifying the Constitution on December 6, 1787. Pennsylvania and New Jersey followed in the same month, while Georgia and Connecticut decided for it in the first month of the new year. Five states! There was much rejoicing among the Federalists, but the anxious time was not yet passed. The Massachusetts convention met on January 9, the very day that Connecticut's name had been added to the list. What would the people of Massachusetts do with the Constitu-

tion? The Massachusetts delegates to the convention had been doubtful from the first. Would the people of the "land of the town meeting" consent to give so much power to a far-away national government? Samuel Adams, the "Father of the Revolution," was known to be opposed to it, and his influence in Massachusetts was mighty. But Samuel Adams was a man great enough to learn and great enough to admit himself wrong; and when the vote was taken on the 6th of February, he was among those who voted for the Constitution, which was ratified by a vote of 187 to 168.

The Federalists rejoiced greatly over the result in Massachusetts, and when Maryland was added to the list in April, and South Carolina in May, but one state more was



CELEBRATION OF THE ADOPTION OF THE CONSTITUTION IN NEW YORK.

needed to make the nine. The Virginia convention met early in June. Once more the people awaited anxiously the news of its action, for Virginia, like Massachusetts, had been doubtful from the first, and like Massachusetts was too large and important to be left out of the Union. But, like Massachusetts again, the day was won for the Constitution by the narrow majority of 89 to 79.

Meanwhile New Hampshire had reached a decision a few days previous to the action in Virginia. Ten states were now agreed. On the 4th of July, only a few 1788 days later, the Federalists throughout the country celebrated their victory by such rejoicings as America had never before seen. The people as a whole were wild with enthusiasm. The country was saved!

The three remaining states finally decided to come into the Union. In New York, where the anti-Federalists were especially strong, the ratification was largely due to the efforts of Hamilton, and took place soon after that of the other ten. North Carolina and Rhode Island were slower, remaining outside the Union until it was really established, and the first president had been in office some time. But they came at last, and the "thirteen original colonies" were banded together into one nation.

The question, "What will the people do with the Constitution?" is answered. The new question becomes, "What will the Constitution do for the people?"

## THINGS TO REMEMBER

1. It was necessary for nine states to ratify the Constitution to make it the law of the land.
2. The people were soon divided into two parties, — Federalists and anti-Federalists.
3. Of these the Federalists proved the stronger, and the Constitution was adopted.
4. Rhode Island and North Carolina remained out of the Union until after the new government was in operation. Then they decided to join their sister states.

## THINGS TO READ

1. "The Critical Period," by John Fiske, pp. 324–331.
2. "Stories of the Old Bay State," by E. S. Brooks, pp. 166–173.

## THINGS TO DO

1. Find the meaning of *document*, *legislatures*.
2. Imagine yourself a member of the Federal Convention. Write the speech which you might make in presenting the proposed Constitution to the people of your state for their consideration. Remember that as yet they know nothing of the plan.
3. Suppose that Rhode Island and North Carolina had never come into the Union. Would any disadvantages have come to them or to the other states from this action?

## FOR YOUR NOTEBOOK

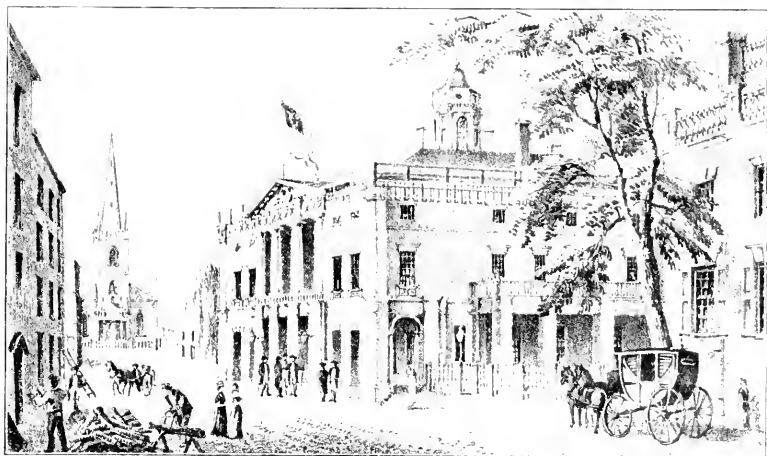
- IV. The adoption of the Constitution — when and how?

## XXXII

### AFTERWORD

It is a glorious day in the springtime, — the last day of April, 1789. The noon sun throws its most brilliant rays upon the city of New York, the temporary seat of the new

Apr.  
30,  
1789



FEDERAL HALL, NEW YORK, 1789.

(Where Washington was inaugurated.)

American government. It is a gala day in the city. Crowds in holiday attire throng the streets. A sound of military music bursts upon the air, and a company of soldiers comes into sight, escorting the man whom the crowds are assembled to honor. It is the nation's hero;

Washington,—he who carried the nation safely through the perils of war; he who wisely counseled in the perils of these later years of weakness; he who has been called by the people to lead them once more—to be the first to fill the honored chair which awaits the President of these United States.

He comes! and the crowds surge forward to give him greeting. Hats wave, handkerchiefs flutter, all eyes are turned toward the balcony, where he will presently appear. A hush falls over the great company as he steps forth, older, surely,—grayer, perhaps,—but with the same fine, calm face, the same commanding presence, the same even tones, as he promises to “faithfully execute the office of the President of the United States,” and to the best of his ability to “defend the Constitution.”

There let us leave him, standing before the people he has served so faithfully and so well. There let us leave the nation in the presence of its hero, the “Father of his Country,” while the air rings with the shout, “Long live George Washington, President of the United States.”

## OUTLINES FOR NOTEBOOK WORK

(This outline is the same as that given at the ends of the various chapters, and is given here as a whole for the convenience of teachers and pupils, in fitting each part into the general plan.)

### PART I. Condition of affairs in Europe and America near the end of the seventeenth century.

#### I. The English colonies.

##### *a.* Government.

CHARTERED	PROPRIETARY	ROYAL

##### *b.* The people — their strongest traits.

##### *c.* Events which show one of these traits.

#### II. New France.

##### *a.* Government.

##### *b.* The people — their prominent traits.

## III. Comparison of the French and English colonies.

	FRENCH	ENGLISH
Position		
Climate		
Productions		
Motives in colonizing		
Attitude of home government		
Character of people		
Occupations		
Government		
Religion—how it affected the people		
Intercourse with Indians		
Military training		

## IV. The mother countries.

*a.* Governments of France and England compared.

*b.* Louis XIV's wars.

1. The real reason for his undertaking them.

2. Why England was always on the other side.

## PART II. The struggle between England and France in the New World.

## I. The early wars. (King William's, Queen Anne's, King George's.)

*a.* Causes.

*b.* Results.

## II. The last French war.

*a.* Cause. (map)

*b.* Important events.

1. The building of Fort Duquesne.

2. First bloodshed.

3. General Braddock's coming to America.

*a.* His plans. (map)

- b.* His defeat — his death.
- c.* Result.
- 4. The removal of the Acadians. (map)
- 5. The war becomes a European conflict. (map)
- 6. English successes.
- 7. Capture of Quebec.
- c.* Peace. (map)
- The treaty.
- d.* Why the victory of the English was important to the world.
- e.* Why it was important to the English colonists.
- III. The historian of New France in the New World.

### PART III. The struggle for Independence.

- I. Cause.
- II. Events which led to the war.
- III. The war begun — the campaign around Boston.
  - a.* Lexington and Concord — April 17, 1775. (map)
  - b.* Bunker Hill.
  - c.* Expedition to Canada.
  - d.* Evacuation of Boston by the British.
- IV. Independence.
- V. Campaign around New York. (map)
  - a.* Importance of New York to each side.
  - b.* What the British accomplished in the campaign.
  - c.* What the Americans accomplished.
- VI. The New Jersey campaign. (map)
  - a.* Washington's retreat — the British pursuit.
  - b.* Trenton.
  - c.* Princeton.
  - d.* Results.
- VII. The campaigns of 1777. (map)
  - a.* Burgoyne reaches Fort Edward.
  - Victories — Crown Point and Ticonderoga.
  - Delay and defeat — Bennington.

- b.* St. Leger besieges Fort Stanwix — his force is scattered.  
(map)
    - c.* Howe's campaign around Philadelphia.
    - d.* Burgoyne's defeat — October, 1777.
  - VIII. The winter at Valley Forge.
  - IX. Money affairs.
  - X. The French alliance.
  - XI. The British in Philadelphia — their winter — why they left the city — battle of Monmouth.
  - XII. Conquest of the Northwest. (map)
  - XIII. War on the ocean.
    - a.* The American navy.
    - b.* Paul Jones.
  - XIV. War in the South.
    - a.* Georgia conquered.
    - b.* Charleston taken, and the Southern army of the Americans captured.
    - c.* Gates utterly defeated at Camden.
    - d.* Greene's campaign. (map)
      - 1. Morgan's victory at the Cowpens.
      - 2. Greene and Cornwallis.
    - e.* Cornwallis in Virginia.
    - f.* Yorktown — the siege — the surrender. (map)
  - XV. Peace.
    - a.* The treaty.
    - b.* Boundaries of the new nation. (map)
- PART IV. The critical period.
- I. The Articles of Confederation.
    - a.* By whom planned.
    - b.* When and by whom adopted.
    - c.* Faults.
  - II. Troubles of Congress and people.
    - a.* Commercial.
    - b.* Financial.

## III. The Federal Convention.

- a.* When and where it met, and what it did.
- b.* General plan of the government it devised.
- c.* How the faults of the Articles of Confederation were overcome.

## IV. The adoption of the Constitution.

## PART V. A few of the historians of the period from 1763 to 1789.

## DIFFICULT WORDS SELECTED FROM THE TEXT

II	adventurous	Dinwiddie	continual
suitability	civilization	militia	allegiance
opportunities	revelry	perilous	obstinate
	suppression	rumors	sympathy
III	V	necessity	rebellious
communities	especially	reinforcements	heretics
political	execution	avenge	Acadia
proprietary	representatives	bedrenched	peasants
indignant	Parliament	combatants	haggard
resistance	determination	fusillade	desolation
oppression	Protestant	revived	European
accordingly		ammunition	jealousies
gallant	VI		Marquis
accompaniment	suspicion	VIII	Montcalm
anticipated	prejudices	harmony	attitude
banquets	Schenectady	dilatory	
gorgeous	squaw	delegates	X
dignified	overwhelmed	scornfully	management
	originated	rejected	ability
IV	enthusiastic	pretended	Ticonderoga
contrasts	expedition	assurance	fortified
historian	contriver	frequent	citadel
regiments	conquests	cowardice	summons
generation	indignation	dissolution	fortress
matrimonial			persuaded
penalties	VII	IX	equipped
impulsive	arguing	discontented	garrison
authority	Duquesne	turmoil	anxiously

conquered	behavior	xiv	uprising
Pontiac	convention	grievance	revenue
conspiracy	violence	determination	seize
undisputed	riots	disagreeable	permission
possession	homespun	rebellious	preceding
	represented	barracks	resolved
xv	declaration	Faneuil	flickering
colonization	adjourned	partial	
invincible	fiercely	swagger	xvi
armada	debated	passers-by	prevented
gradual	sympathized	insulting	quarterming
security		lobster	extension
proportion	xiii	citizens	submission
thrive	majority	brilliant	merchandise
obstinately	devised	sentinel	contrary
	Barre	directions	advocate
xvii	objected	taunts	actually
quarrelsome	materials	clamor	continental
grievances	mob	prostrate	indorse
navigation	arguments	descended	
commerce	discussions	massacre	xviii
quantity	opinions	oppressive	preparations
protested	violent	patriot	military
smuggling	resolved	complimentary	enterprise
permission	blunderers	various	enthusiasm
writs	maintained	responsibility	information
assistance	actual		consisted
issued	reigns	xv	opportunity
mortgages	dissolve	levied	secrecy
certificates	proposed	fashionable	stealthy
almanacs	troublesome	confidently	disturbance
representation	assignment	principal	Piteairn
taxation	Leeds	resign	occasional
societies	Birmingham	post-riders	pursuers
organized	borough	forcibly	exhausted
advocates	responsible	signal	resumed

protection	sentiment	Hessians	intention
skirmish	formerly	Rahl	inhuman
xviii	appearance	detachments	Skenesboro
volunteers	attacked	celebrating	organizing
semicircular	approaching	revelers	communication
prominent	concluded	gayety	
troublons	seows	impassable	xxii
convinced	description	carousals	recruited
veneration	provisions	festivities	Nicholas
existence	embarking	skirmishing	Herkimer
unanimously	besieging	comfortably	invaders
acceptance	masterpieces	sentinels	relatives
momentous	apparently	intrenchments	accused
sincerity	xx	leisurely	absorbed
Burgoyne	disaster	immediately	issuing
undisciplined	profound	pursuit	victorious
astonishment	discouragement	contracted	remnant
dislodging	enlistment	effacement	
route	expired	xxi	xxiii
jubilant	induced	supposed	interfere
Nathanael	prevent	practically	implored
uneventful	Cornwallis	campaign	consented
realized	daunted	executed	Saratoga
Montgomery	dwindle	distinct	vigor
adventures	plottings	St. Leger	furious
nevertheless	disobedience	Stanwix	xxiv
	pretended	transferred	purchase
xix	positive	invasion	serious
probably	patience	triple	recommend
previous	tavern	Schnyler	certainty
committees	scouts	frontier	promissory
hesitating	allegiance	equipped	currency
instructed	inspire	allies	management
decision	confidence	yawning	incompetent
announce	consisted	elated	influence

rectify	antagonists	cavalry	financial
ambition	humiliating	luring	predicted
alliance	critical	eluding	overtly
Monmouth	supported	abandoned	stricken
treacherous	manned	exasperated	distracting
generous	ill-assorted	hazardous	ordinary
disastrous	cruisers	achievement	distrusted
Lafayette	occurred	destination	discontented
reprimanded	Bonhomme	xxvii	Alexander
rallying	Richard	distressing	persistently
Steuben	Malays	revolt	evident
xxv	Serapis	creating	reluctantly
abandoned	collided	havoc	devise
proposal	desperate	vain	prosperity
commissioners	encounter	asserted	constitution
commercial	perseverance	knaves	xxx
destructive	xxvi	reasonably	federal
occupants	Rochambeau	xxviii	crisis
exhaust	stupidity	harmonious	anarchy
civilized	treachery	recognized	restriction
definite	traitors	submitted	consideration
sufficient	dissatisfied	approval	operate
conquest	assured	warring	individuals
laurels	approbation	confederation	compact
genius	disfavor	ratified	empowered
notions	deliberately	league	plaintively
Marion	betray	sovereign	persuade
picturesque	André	regulate	destruction
Sumter	swoon	exercised	compromise
numerous	despised	proportion	arrangement
confusion	miserable	amended	antagonism
admiration	epaulets	adoption	controversy
perseverance	inexorable	xxix	destined
ancient	foundation	comparison	evident
persuaded	renowned		naturally

endured	judiciary	federalists	xxxii
population	executive	anti-federalists	temporary
assignment	supreme	implies	attire
abolition	provide	vigorously	escorting
exhausting		tyranny	counseled
indigo	xxxii	elaborate	balcony
importation	whirring	majority	presence
bargain	precious	celebrated	execute
regulate	document	ratification	ability
extension	legislatures	overburdened	
inventions	reject	formally	

## CHRONOLOGICAL CHART OF THE STRUGGLE BETWEEN ENGLAND AND FRANCE IN AMERICA

- 1689-1697. King William's War.
  - 1690. Port Royal taken by the English.
  - 1697. The treaty gave Port Royal back to France.
  - 1701. The French began to occupy the Mississippi Valley.
- 1702-1713. Queen Anne's War.
  - 1710. Port Royal again taken.
  - 1713. The treaty gave Acadia to England, and acknowledged the English claim to Newfoundland and Hudson Bay.
- 1744-1748. King George's War.
  - 1745. Louisburg taken by the English.
  - 1748. The treaty gave Louisburg back to France.
  - 1748. The Ohio company formed.
  - 1753. The French fortified the Alleghany Valley.
  - 1754. The Albany convention — Franklin's plan of union.
- 1754-1763. Last French war.
  - 1754. Ft. Duquesne built — Washington defeated.
  - 1755. Braddock's defeat.
    - The removal of the Acadians.
  - 1758. Louisburg taken by the English.
    - Ft. Duquesne taken by the English.
  - 1759. Fts. Niagara and Ticonderoga taken by the English.
    - Quebec captured.
  - 1760. Montreal captured.
  - 1763. The treaty put an end to French rule in America.

## CHRONOLOGICAL CHART OF THE STRUGGLE FOR INDEPENDENCE AND THE CRITICAL PERIOD

ACTS OF THE ENGLISH GOVERNMENT	POLITICAL ACTS OF AMERICAN LEADERS	MILITARY EVENTS
<p>1645-1733. Navigation Acts.</p> <p>1761. Writs of Assistance.</p> <p>1765. Stamp Act passed.</p> <p>1766. Stamp Act repealed.</p> <p>1767. New Taxation Acts.</p> <p>1768. Troops sent to Boston.</p> <p>1770. Troops removed from Boston after the Boston massacre.</p> <p>1773. Taxes removed, except on tea.</p> <p>1774. "Five Intolerable Acts" passed.</p> <p>1775. Call for troops to "put down the rebellion in America."</p>	<p>1765. Stamp Act Congress.</p> <p>1772-1773. Committees of Correspondence organized.</p> <p>1773. Boston Tea Party.</p> <p>1774. First Continental Congress.</p> <p>1775. Second Continental Congress.</p>	<p>1775-1783. The War of the Revolution.</p> <p>1775 (April 19). War begun at Lexington and Concord.</p> <p>(May 10). Ticonderoga captured.</p> <p>1775-1776. War around Boston.</p>

ACTS OF THE ENGLISH GOVERNMENT	ACTS OF CONGRESS	MILITARY EVENTS
1776. Hessian soldiers hired.	<p>1775 (June). Continental army established, and Washington made commander.</p> <p>1776 (June). Committee appointed to draw up Articles of Confederation.</p> <p>1776 (July 4). Declaration of Independence.</p> <p>1777 (June 14). "Stars and Stripes" adopted.</p> <p>1777. Articles of Confederation adopted.</p>	<p>1775 (June 17). Battle of Bunker Hill.</p> <p>1776 (March). British left Boston.</p> <p>1776-1777. War in New York and New Jersey.</p> <p>1776 (June). British arrived in New York.</p> <p>1776 (August). Battle of Long Island.</p> <p>1776 (September). Washington left New York City.</p> <p>1776 (October). Washington crossed the Hudson.</p> <p>1776 (December 26). Capture of Trenton.</p> <p>1777 (January). Battle of Princeton.</p> <p>1777. Second New York campaign.</p> <p>1777 (July). Burgoyne captured Ticonderoga.</p> <p>(August). Herkimer defeated.</p> <p>(August). St. Leger's force scattered.</p> <p>(August). Battle of Bemington.</p> <p>(October). Battle of Stillwater.</p> <p>(October 17). Battle of Saratoga and Burgoyne's surrender.</p>

ACTS OF THE ENGLISH GOVERNMENT	ACTS OF CONGRESS	MILITARY EVENTS
1778. Peace commissioners sent to America — their offers rejected.	1778 (February). French alliance arranged.  1778. Refused to treat with peace commissioners unless independence was acknowledged.          1781. Articles of Confederation adopted by the states.	<p>1777-1778. Campaign around Philadelphia.</p> <p>1777 (August). Howe landed at head of Chesapeake Bay.</p> <p>1777 (September). Battle of the Brandywine.</p> <p>1777 (September). Howe entered Philadelphia.</p> <p>1777 (October). Battle of Germantown.</p> <p>1777 (December). Washington took his army to Valley Forge.</p> <p>1778 (June). British left Philadelphia.</p> <p>1778 (June). Battle of Monmouth.</p> <p>1778-1779. Conquest of the Northwest.</p> <p>1778-1781. War in the South.</p> <p>1778 (December). British took Savannah.</p> <p>1780 (May). British took Charleston.</p> <p>1780 (August). Gates defeated at Camden.</p> <p>1780 (October). Ferguson defeated at King's Mt.</p> <p>1781 (January). Morgan victorious at the Cowpens.</p> <p>1781 (January to March). Greene led Cornwallis into North Carolina.</p>

ACTS OF THE ENGLISH GOVERNMENT	ACTS OF CONGRESS	MILITARY EVENTS
1782. Peace negotiations begun.		1781 (October). Cornwallis surrendered.
1783. Treaty signed.	1783. Treaty with England signed.	1783. British left New York.
	<p data-bbox="363 405 594 449">EVENTS OF CRITICAL PERIOD</p> <p data-bbox="394 468 615 513">1786. Shays's Rebellion.</p> <p data-bbox="394 513 615 557">1787. Federal Convention.</p> <p data-bbox="394 557 615 602">1788. Constitution adopted.</p> <p data-bbox="394 602 615 676">1789. Washington inaugurated as first President.</p>	

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## INDEX

- Acadia, 41, 60.  
 Acadians, expulsion of, 61-63.  
 Acts of Parliament (see Navigation Acts, Stamp Act, etc.).  
 Adams, John, 112, 143, 222.  
 Adams, Samuel, 98, 117, 119, 121, 246.  
 Albany Convention, 54.  
 "Albany Plan," 54.  
 Allen, Ethan, 131.  
 André, Major, 208, 209.  
 Andros, Sir Edmund, 10-12.  
 Anti-Federalists, 244.  
 Arnold, Benedict, joined patriot army, 129; led expedition to Quebec, 137; relieved Fort Stanwix, 171, 174; at Saratoga, 178, 179; his treason, 206, 209.  
 Articles of Confederation, 226-228.  
 Bacon's Rebellion, 10.  
 Bennington, 169.  
 Berkeley, Governor, 10.  
 Boston. Writs of Assistance in, 81; soldiers quartered in, 94; Massacre, 96-98; Tea Party, 101-106, 108; Port Bill, 109, 110; siege of, 129, 132-138; evacuation of, by British, 138.  
 Boundary between English colonies and Canada, 33, 42, 46, 73.  
 Braddock's defeat, 55-58.  
 Breed's Hill, 132.  
 Bunker Hill, 129.  
 Burgoyne's campaign, 164-179.  
 Canada, attack on, in Revolution, 137.  
 Charleston, 193, 194.  
 Charlestown, 135.  
 Clark, George Rogers, 197-198.  
 Clinton, Sir Henry, made commander of British, 188; retreated from Philadelphia, 188; in the South, 194.  
 Colonies, English, growth of, 8; government, 9; life in, 12-16; troubles with governors, 9-12.  
 Colonies, French, life in, 20-24.  
 Compromises of the Constitution, 236-240.  
 Concord, 118, 122.  
 Congress, Albany, 54; Stamp Act, 85; First Continental, 111, 112; Second Continental, 129-132; passed Declaration of Independence, 141-144; money affairs, 182-184; responsible for Valley Forge, 185, 186.  
 Constitution, drawn up, 235-241; submitted to states, 243-245; ratified by states, 245-247.  
 Continental currency, 182-184.  
 Cornwallis, in New Jersey, 151, 159-161; in South Carolina, 196; in North Carolina and at Yorktown, 212-218.  
 Cromwell, Oliver, 28.  
 Dawes, William, 119-121.  
 Declaration of Independence, 141-144.  
 Declaration of Rights, 85, 112.

- Deerfield, 38-40.  
 Dorchester Heights, 137.
- England in the seventeenth century, 27.  
 Exports, colonial, 79, 80.
- Faneuil Hall, 95.  
 Federal Convention, 232, 235-241.  
 Federalists, 244.  
 First Continental Congress, 111, 112.  
 Flags, colonial, pictures of, 170-174 ; first American, 174.  
 Fort Duquesne, 49 ; Necessity, 49, 50 ; Stanwix, 164, 170-174 ; Ticonderoga, 67, 131, 164, 165.  
 France, struggle of, with England for America, 33-70 ; colonies of, 20-24 ; aid of, to America in Revolution, 186, 187.  
 Franklin, at Albany Convention, 54 ; discouraged Louisburg expedition, 43 ; in Second Continental Congress, 129, 130 ; obtained aid from France, 186, 187 ; helped make treaty with England, 222 ; helped frame the Constitution, 232, 245.  
 French alliance in Revolution, 186, 187 ; colonies, life in, 20-24 ; forts, 47, 48 ; and Indian War, 46-77
- Gage, General, 113-117, 129.  
 Gates, General, at Saratoga, 178 ; in the South, 195.  
 George III, 90, 91, 92, 102, 221.  
 Government, in English Colonies, 9 ; in French colonies, 20-24.  
 Green Mountain Boys, 131.  
 Greene, General, 210-212.
- Hale, Nathan, 150.  
 Hamilton, Alexander, 232, 245, 247.  
 Hancock, John, 117, 119, 121.  
 Henry, Patrick, 111, 112, 186.  
 Herkimer, General, 171-174.
- Howe, General, arrival at Boston, 132 ; evacuation of Boston, 137 ; in New York, 147, 148-151 ; in New Jersey, 154, 163 ; in Pennsylvania, 176-178 ; resigned, 187.  
 Hudson, British attempts to control, 141-151, 163-179.
- Independence, Declaration of, 141-144.  
 Independence Hall, 142, 235.  
 Intolerable Acts, 108, 109.
- James II of England, 11, 28.  
 Jay, John, 112, 222.  
 Jefferson, Thomas, 143, 186.  
 Jones, Paul, 199-203.
- King's Mountain, 196.
- Lafayette, 185, 189, 210, 213, 214.  
 Lee, Charles, disobedience in New Jersey, 154-155 ; at Monmouth, 189.  
 Lee, "Light-Horse Harry," 210.  
 Leisler, Jacob, 11.  
 Lexington, 118-122.  
 Liberty bell, picture of, 144.  
 Long Island, battle of, 148.  
 Lords of Trade, 79.  
 Louis XIV, 29, 30 ; government of Canada, 20-23.  
 Louisburg, 42-44.
- Madison, James, 232, 245.  
 Marion, Francis, 195, 196.  
 Minutemen, 116, 119, 126.  
 Monmouth, 188.  
 Montcalm, General, 64, 69.  
 Montgomery, General, 137.  
 Morgan, General, 210, 211-212.  
 Morris, Robert, 183.  
 Morristown, 161.
- Naval battles, 198-203.  
 Navigation Acts, 78-81.

- New Jersey, Washington's retreat across, 153.
- New York, taken by the British, 147-151; Washington inaugurated in, 249.
- Nicholson, Francis, 11, 12.
- North, Lord, 102, 108, 192.
- Ohio Company, 46.
- Ohio Valley, 35; maps, 36, 37, 46-50.
- Old North Church, picture of, 120.
- Old South Church, 99, 104.
- Otis, James, 81.
- Philadelphia, British in, 188.
- Pitt, William, 66, 67, 70, 85, 88.
- Political parties during the Revolution, 89.
- Pontiac's conspiracy, 69, 70.
- Prescott, Colonel, 132, 133.
- Princeton, 159-161.
- Quebec, taken by Wolfe in last French War, 66-69; in Revolution, 137.
- Representation and taxation, 82, 91.
- Revere, Paul, 119-121.
- Rochambeau, 206, 213.
- St. Leger, 164, 171-174.
- Salem witchcraft, 116.
- Schuyler, General, 165, 166-167.
- Seven Years' War, 63, 70.
- Shays's Rebellion, 231.
- Slavery in the Constitution, 237.
- Smuggling by colonists, 81.
- Sons of Liberty, 118.
- South Carolina, war in, 194-196, 211-212.
- Spain receives Louisiana, 73, 75.
- Stamp Act, 82; colonists protest against, 82, 83; Congress, 85; repealed, 86.
- Steuben, Baron, 187.
- Taxation and representation, 82, 91.
- Taxation of colonies by England, 82-86, 88-90, 100-103; resistance of colonies to, 82, 83, 89, 103-106.
- Tea Party, Boston, 101-106.
- Ticonderoga, 67, 131, 164, 165.
- Treaty between England and France (1763), 73; between England and United States, 223.
- Valley Forge, 184-186.
- War in the South, 193-197.
- Washington, sent to French fort, 47; built Fort Mifflin, 49; defeated at Fort Mifflin, 50; with Braddock, 55-58; in First Continental Congress, 112; made commander-in-chief, 131; took command of army, 136; fortified Dorchester Heights, 137; at New York, 147-151; retreated across New Jersey, 152; captured Trenton, 156-159; victory at Princeton, 159-161; campaign around Philadelphia, 176-178; at Valley Forge, 184-187; at Monmouth, 188; at Yorktown, 213-218; at Federal Convention, 232, 235; inaugurated as President, 249.
- West Point, 207, 208.
- Wolfe, General, 67-69.
- Writs of Assistance, 81.
- Yorktown, 213-218.



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